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ABSTRACT

This teacher's guide on foods is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the foods unit, references, charts and masters for projectuals, recipes, and 48 lesson plans. Examples of the topics covered in the lesson plans are safety rules of the kitchen, following a recipe, use and care of equipment, rules about measuring, nutrition, special diets, food occupations, how to buy and serve fruits, cereals, eggs, bread making, cake baking, puddings, jello, salads, sandwiches, planning a breakfast menu, and preparing a luncheon. (HD)

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State of New Jersey
Department of Education
Division of Vocational Education

FOODS

-- A TEACHER'S GUIDE TO AN EMPLOYMENT ORIENTATION COURSE FOR SPECIAL NEEDS STUDENTS

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FOREWORD

This manual is one of a series of six designed for the Employment Orientation program at the Gloucester County Vocational-Technical School. The school is a shared-time facility that has one group of students for approximately 3 hours in the morning and another group for approximately 3 hours in the afternoon. The Employment Orientation program is taught in six discrete units so that additional students may be accommodated if vacancies occur during the year.

The six areas covered are:

Laundry
Hospitality
Sewing
Basic Business
Foods
Beauty Culture

At the end of the year, assessments are made so that students can be mainstreamed into a regular program the following year. Therefore our major goal is to try to mainstream each of the students in the Employment Orientation program into regular vocational shop areas. A secondary goal is to acquaint the students with specific types of employment in a particular trade or industry, so that the choice of a vocational shop may be based on the realities of the world of work as well as on the aptitudes of the particular student.

All of the Special Needs students are classified by their district Child Study Team and are screened for admission into the Employment Orientation Program by the Special Needs Department at Gloucester County Vocational-Technical School.

This curriculum project includes daily class lesson plans, consisting of objectives, subject matter covered, audiovisual aids,demonstrations, student activities, and evaluation suggestions. The teacher is urged to make handouts out of all the audiovisuals and charts.

Some of the instructional material suggested may, of course, prove to be too difficult for some of the students. The teacher must, as always, tailor the material to the needs of the individual. Conversely, a large number of student activities have been incorporated into the program for those students who may progress faster than others.

A math program accompanies these units to stress the necessity for a basic understanding of practical math. For example, linear measurement is taught during the sewing unit, and weights and measures is taught during the foods unit.

In some areas, particularly Beauty Culture, the teacher will not expect complete memorization of all details covered, but should stress that these are included in the course content of a regular vocational course. The purpose is to give the student a realistic picture of what the regular course would be like and what would be expected if that student chose that course to be mainstreamed into the following school year.

Francine Grubb

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Objectives of the Foods Unit

Upon the completion of this unit the student will be able to:

1. List and describe some occupations in the food trades.
2. Demonstrate safety procedures and proper use and care of equipment in the kitchen.
3. Wash dishes by hand and operate the automatic dish washer.
4. Demonstrate knowledge of nutrition by planning a complete day's menu.
5. Properly set a table and serve food.
6. Follow a recipe, using the correct measuring and cooking techniques.
7. Prepare fruits, cereals, breads, eggs, salads, sandwiches, cakes, cookies, and simple desserts.
8. Plan and prepare breakfasts and a luncheon.

Resources

From the Vocational-Technical Curriculum Laboratory, Rutgers – The State University, New Brunswick, N. J. 08903

Food Service
Food Service – Teachers Guide
Our First Foods Book
Commercial Foods

Filmstrips and cassettes; film loops

The World of Work Series:
Vocational Opportunities: "Cook"
Eye Gate House
Jamaica, New York 11435

"Working in Food Services"
Eye Gate House

Rocom Film Loop: "The Food Service Worker"
Health Employee Learning Program
Division of Hoffman-LaRoche, Inc.
Nutley, N.J. 07110

Free materials:

"Foods (Fats and Oils)"
"Foods (Cake Selection)"
"Home Care"
Procter and Gamble
P.O. Box 14009
Cincinnati, Ohio 45214

"Mr. Peanut" (nutrition and recipe book) from
Standard Brands, Inc.
Educational Service
P.O. Box 2695
Grand Central Station
New York, New York 10017

Many booklets and directions for baking from

Fleischmann's Yeast
P.O. Box 509
Madison Square P.O.
New York, N.Y. 10010

New Jersey Department of Agriculture
P.O. Box 1888
Trenton, New Jersey 08625

New Jersey Asparagus Industry Council
Box 366
Millville, New Jersey

Theodore R. Sills, Inc. (Arm and Hammer Baking Soda)
866 Third Avenue
New York, New York 10022

National Dairy Council
Chicago, Ill.

American Heart Association
44 E. 23 Street
New York, N. Y. 10010

Objectives

At the completion of this lesson the student will be able to:

--Demonstrate proper safety techniques while working in the kitchen.
--Prepare simple beverages as instructed.

Method

A. Lecture – discussion

1. Proper safety precautions when lifting, carrying, or reaching for items
2. First aid in the kitchen
3. How to make coffee using an electric percolator, drip coffee maker, or instant coffee
4. How to make tea, hot and iced

B. Audiovisuals

1. A.V. 1a–1 and 1a–2 (overlay) – Moving Safely
2. Rocom film on Elementary Body Mechanics
3. A.V. 1b–1, 2, 3, 4, 5 – Large Equipment Safety
4. Recipe – Use of coffeemaker

C. Demonstration

1. Teacher will demonstrate proper safety procedures and some first-aid techniques.
2. Teacher will demonstrate how to make coffee and tea in several ways.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get Rocom projector and loop.

Student activity

A. Students will demonstrate safety procedures.
B. Students will make coffee and tea in several ways, observing all safety rules.

Evaluation

Teacher will give the pre-test and post-test that goes with the Rocom film on safety.

Objectives

At the completion of this lesson the student will be able to:

--Explain the importance of following a recipe.
--Explain the importance of using the correct ingredients and measurements.
--Prepare buttered toast and cinnamon toast.

Method

A. Lecture – discussion

1. Why is it important to read through the recipe before you begin?
2. What happens when the wrong ingredients or measurements are used?
3. Be sure you understand all of the words and measurements before you begin.
4. Parts of the recipe
   a. Ingredients
   b. Method
   c. Yield
5. Preparing buttered toast and cinnamon toast

B. Audiovisuals

1. A.V.2–1, 2, 3, 4 – Following a Recipe
2. Recipe – Cinnamon Toast

C. Demonstration

Teacher will demonstrate how to make buttered toast and cinnamon toast.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for student activity and demonstration.

Student activity

A. Students will look at several different recipes in books and become familiar with some of the terms used in them.
B. Students will make buttered toast and cinnamon toast, following a written procedure.

Evaluation

Teacher will evaluate the students on the student activity.

Objectives

At the completion of this lesson the student will be able to:

--Demonstrate the use and proper care of large kitchen equipment.
--Clean large appliances in the proper manner.
--Make beverages that are made with milk.

Method

A. Lecture – discussion

1. Using the equipment properly
2. Cleaning the appliances
3. Making milkshakes

B. Audiovisuals

1. A.V. 3 – Cleaning Appliances
2. Booklets from Sills Co. on Arm and Hammer baking soda
3. Rocom film – Standards of Cleanliness
4. Recipe – Milkshakes

C. Demonstration

1. Teacher will demonstrate how to clean the large kitchen appliances (refrigerator and stove).
2. Teacher will demonstrate how to make milkshakes of different flavors.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector, Rocom projector, and A.V. materials.
C. Get cleaning materials and ingredients for milkshakes.

Student activity

A. Students will practice cleaning the refrigerator and stove.
B. Students will make milkshakes of various flavors.

Evaluation

A. Teacher will check to be sure the proper steps were followed in cleaning the appliances.
B. Teacher can easily tell if the milkshakes are good by tasting them!

Lesson 4

Hand Dishwashing
Making an Eggnog

Objectives

At the completion of this lesson the student will be able to:

--Wash dishes by hand, using the proper procedure.
--Make a nonalcoholic eggnog.

Method

A. Lecture – discussion

1. Some dishes must be washed by hand.
2. The procedure for washing dishes by hand-- start with the least soiled and progress to the dirtiest.
3. Be careful of knives and pointed objects in soapy water – they should be washed separately.
4. Use the right amount of dish detergent.
5. How to make eggnog.

B. Audiovisuals

1. A.V. 4 – Order of Washing Dishes by Hand
2. Rocom film – Cleaning and Sanitizing
3. Recipe – Eggnog

C. Demonstration

1. Teacher will demonstrate how to wash dishes by hand.
2. Teacher will demonstrate how to make an eggnog.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector, Rocom projector, and A.V. materials.
C. Get materials for student activity.

Student activity

A. Students will practice washing dishes.
B. Students will make eggnog and then wash dishes correctly afterwards.

Evaluation

Teacher will evaluate the students on how well they follow the steps in dishwashing by hand.

Objectives

At the completion of this lesson the student will be able to:

--Determine what dishes may be put into the dishwasher safely.
--From a stack of mixed dishes, identify dishes that cannot be put into the dishwasher safely.
--Make fruit beverages.

Method

A. Lecture – discussion

1. The dishes that may be put into the dishwasher and those that should not be
2. Fruit beverages and how to make them

B. Audiovisuals

1. A.V. 5a – The Safety Seal
2. A.V. 5b – Dishwashable Items
3. A.V. 5c – What Should Not Go in the Dishwasher
4. Recipes – Orangeade, Fruit Punch

C. Demonstration

Teacher will demonstrate how to make fruit beverages.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for student activity.

Student activity

A. Students will pick out dishes that can and cannot be washed in the dishwasher from a stack that the teacher has prepared.

B. Students will make fruit punch and orangeade.

Evaluation

Teacher will evaluate the students on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Operate the dishwasher in the classroom.
--Identify the differences between our dishwasher and others in the school.
--Select the proper dishwashing detergent
--Make cocoa.

Method

A. Lecture – discussion

1. How to operate the dishwasher in our class
2. Loading instructions
3. The proper dishwashing detergent to use
4. How dishwashers vary, e.g. how others in the school differ from the one in use.
5. How to make cocoa

B. Audiovisuals

1. A.V. 6 – The Dishwasher Detergent
2. Information book on the dishwasher by the manufacturer.
3. Recipe – Cocoa

C. Demonstration

1. Teacher will demonstrate the many ways of loading the dishwasher.
2. Teacher will demonstrate the use of the dishwasher and its cycles.
3. Teacher will demonstrate how to make cocoa.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for demonstration and student activity.
D. Make arrangements with Commercial Foods teacher.

Student activity

A. Students will go down to the Commercial Foods room and see a demonstration of the dishwashing machine found there.

B. Students will practice loading the dishwasher and operating it in the proper manner.

C. Students will make cocoa, following the recipe.

Evaluation

Teacher will evaluate the student's ability to follow the recipe card when making cocoa.

Lesson 7

Rules about Measuring
Preparing French Toast

Objectives

At the completion of this lesson, the student will be able to:

--Identify the different types of measuring utensils available and tell what the jobs of each are.

--Practice weighing food on a scale.

--Prepare French toast.

Method

A. Lecture – discussion

1. Metal or plastic measuring cups are for dry ingredients.
2. Glass measuring cups are for liquid ingredients.
3. A liquid measuring cup has a spout to pour from.
4. Measuring spoons are for measuring small quantities.
5. Never use a teaspoon or tablespoon that is used at the table – it is not accurate.
6. Measure dry ingredients first, then liquids, then fats.
7. How to use a scale to weigh food (A.V. 7a)
8. How to make French toast

B. Audiovisuals

1. A.V. 7–1, 2, 3 – Weighing Food on a Scale
2. Recipe – French Toast

C. Demonstration

1. Teacher will demonstrate how to use a scale to weigh food.
2. Teacher will demonstrate how to make French toast.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Materials for demonstration and student activity (food scale)

Student activity

A. Students will practice weighing many different foods on the scale.
B. Students will make French toast.

Evaluation

Teacher will evaluate the students on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Measure dry ingredients accurately.
--Sift flour before measuring.
--Identify some abbreviations used in measuring.

Method

A. Lecture – discussion

1. Measuring dry ingredients
   a. All measurements are level.
   b. Brown sugar is packed down.
   c. Flour is sifted before measuring.
2. Sifting the flour
3. Some common abbreviations used in measuring

B. Audiovisuals

A.V. 8 – Abbreviations

C. Demonstration

Teacher will demonstrate the sifting and measuring of dry ingredients.

Teacher preparation

A. Gather lecture notes and A.V. projector and materials.
B. Get materials for student activity

Student activity

A. Students will practice measuring dry ingredients and sifting.
B. Students will make flash cards for the abbreviations, with the abbreviation on one side and the word on the other.

C. In teams of two, students will drill on the abbreviations, using the flash cards.
D. Students will fill in the answers to A.V.8 used as a handout.

Evaluation

A. Teacher will evaluate the students on measuring dry ingredients.
B. Teacher will evaluate students' success on handouts.

Objectives

At the completion of this lesson the student will be able to:

--Measure liquid ingredients accurately.
--Read off liquid measurements accurately.
--Know the most important equivalents.

Method

A. Lecture – discussion

1. Rules for measuring liquids
   a. Put the measuring cup on a flat surface.
   b. Look at the cup at eye level.
   c. Fill to the proper line (not to the top of of the cup).
   d. Put a spoon in the cup to avoid spilling and breakage.
2. Equivalents – The teacher and class will go over student-made charts (see student activity) and then A.V. 9a, b, c, d.

B. Audiovisuals

Roncom film – The Food Service Worker
Chart 9 – Student-Made Table of Equivalents
A.V. 9a, b, c, d – Equivalents

C. Demonstration

Teacher will demonstrate how to measure liquids.

Teacher preparation

A. Gather lecture notes, both projectors, and A.V. materials.
B. Get materials for student activities and demonstration.

Student activity

A. Given several recipes calling for liquid ingredients, the students will measure out water in the proper amount for each liquid called for.

B. The teacher or experienced student will partially fill measuring cups with water, and the students will read off the amount of water.

C. Each student will make up a chart of equivalents by actually measuring and counting: for example, filling a quart measure with water, pouring the water into a cup as many times as it will go, and recording the number of times on Chart 9. The equivalents should be checked by filling the smaller measure a number of times and pouring the water into the larger measure until it is full. In the case of spoons, students may use sand or salt in place of water.

Evaluation

Teacher will evaluate the students on how well they perform the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Know the common equivalents used in cooking.
--Practice some basic methods as specified in cooking directions.

Method

A. Lecture – discussion

1. Equivalents used in cooking – review: cup – pint – quart – gallon – teaspoon tablespoon – ounce.
2. Some basic terms and what they mean to the cook
   a. saute
   b. simmer
   c. boil
   d. bake
   e. broil
3. Discussion on when these methods of cooking are used

B. Audiovisual

A. V. 10 – Equivalents

C. Demonstration

Teacher will demonstrate the cooking terms used.

Teacher preparation

A. Gather lecture notes
B. Get overhead projector and A.V. materials.
C. Get materials for student activity

Student activity

A. Students will practice their equivalents, using measuring spoons and cups, and also other containers, such as milk cartons, frozen juice cans, etc.

B. Students must learn the equivalents. They may make flash cards to help them.

C. Students will practice the five basic methods of cooking as specified above, using onions and potatoes.

Evaluation

A. Teacher will evaluate the students on the student activities.

B. Teacher will test students on the equivalents, using A.V. 10 as a handout.

Objectives

At the completion of this lesson the student will be able to:

--Name the four basic food groups.
--Identify foods that are nutritious and those that are not.
--Plan a day's menu for a well-rounded diet, keeping the basic food groups in mind.
--Set the table in the proper manner.

Method

A. Lecture – discussion

1. The four basic food groups
2. Planning a menu
   a. Include the basic food groups.
   b. Vary colors and textures of foods.
3. Good foods and poor foods
4. Setting the table

B. Audiovisuals

1. A.V. 11a – A Guide to Good Eating.
2. A.V. 11b – 1, 2, 3, 4, 5 – Setting the Table
3. A.V. 11c – Your Snacks

C. Demonstration

1. Teacher will demonstrate how to set the table in proper manner.
2. Teacher will show the class examples of menus to give them ideas.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Bring in some sample menus.
D. Get materials for demonstration and student activity.

Student activity

A. Students will plan a day's menu and a cover for it. Teacher will be checking for the content.

B. Students will practice setting the table two at a time while the others work on their menus.

Evaluation

A. Teacher will evaluate the menu on how well the student kept the basic food groups in mind.

B. Teacher will mark each student on the table setting.

Lesson 12

Special Diets
Serving Food
Making a Low-Calorie Dessert

Objectives

At the completion of this lesson the student will be able to:

--Identify foods suitable for special diets, either for weight or health.
--Plan a day's menu for a well-rounded diet, keeping the basic food groups in mind.
--Serve food in the proper manner.
--Make a low-calorie dessert in a blender.

Method

A. Lecture – discussion

1. Some special diets
   a. Weight-loss
   b. Low-cholesterol
   c. Bland diet
   d. Low-sodium (salt)
   e. Low-sugar (for diabetics)
2. Planning a menu for someone on a special diet
3. Serving food properly

B. Audiovisuals

1. Booklets from commercial companies and American Heart Association on low-cholesterol diets, weight-loss diets, and low-sodium diets.
2. Diet-sheet samples from local hospitals.
3. A.V. 12 – Meal Service
4. Recipe – "Diet" Chocolate Mousse

C. Demonstration

1. Teacher will demonstrate how to serve food in the proper manner.
2. Teacher will demonstrate use of food blender and show how to make recipe for "diet" chocolate mousse.

Teacher preparation

A. Gather lecture notes.
B. Get A.V. materials for the students, and overhead projector.
C. Get hospital diet sheets for reference.
D. Get materials for student activity

Student activity

A. Students will plan a weight-loss diet and a bland diet for a day.
B. Students will practice serving food.
C. Students will make a "diet" chocolate mousse.

Evaluation

A. Teacher will check the special diets to be sure the students understood the meanings of the diets and what they are for.
B. Teacher will watch each student who serves food, to be sure it is done in the proper manner.
C. Teacher and students will evaluate the students in their ability to follow the instructions and evaluate the desserts for taste and texture.

Objectives

At the completion of this lesson the student will be able to:

--Identify the common fats and oils that we use.
--Describe the types of frying and give the reasons for using each kind.
--Discuss frying problems, their causes and corrections.
--Fry foods in three ways.

Method

A. Lecture – discussion

1. Some fats that we use (A.V. 13a)
2. Different types of fats and where we use them (A.V. 13b)
3. Characteristics of fats and oils (A.V. 13c and A.V. 13d)
4. Types of frying (A.V. 13e)
   a. pan frying
   b. shallow frying
   c. deep frying
5. Examples of fried foods in each category (A.V. 13f)
6. Some frying problems, their causes and corrections (A.V. 13g)

B. Audiovisuals

1. A.V. 13a – The Fats We Use
2. A.V. 13b – Types and Uses of Fats
3. A.V. 13c – What are Fats and Oils? (1)
4. A.V. 13d – What are Fats and Oils? (2)
5. A.V. 13e – Types of Frying
6. A.V. 13f – Types of Fried Foods
7. A.V. 13g – Frying Problems
8. Recipes – Pancakes, French Fried Onion Rings, French Fried Potatoes

C. Demonstration

The demonstration and student activity will be the same. The teacher and students will prepare an example of each type of frying. One group will prepare pancakes (pan frying); another group will prepare fried onion rings (shallow frying); and the thrid group will prepare french fries (deep frying).

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get all materials and equipment for demonstration.

Student activity (see demonstration)

Evaluation

Teacher will evaluate students on the activities.

Objectives

At the completion of this lesson the student will be able to:

--Use the chef's knife in the proper manner.
--Differentiate among various food-cutting terms by demonstrating each.

Method

A. Lecture – discussion

1. How to use the chef's knife
2. Using a cutting board
3. Definitions
   a. slice
   b. chop
   c. dice
   d. mince
   e. julienne
   f. grate or shred
4. Sharpening the knife with a steel

B. Audiovisuals

1. A.V. 14a – 1, 2 – Knife Safety
2. A.V. 14b – Cleaning the Knife

C. Demonstration

1. Teacher will demonstrate how to use the chef's knife.
2. Teacher will illustrate each of the terms listed above by actually doing each.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for demonstration and student activity.

Student activity

Students will practice using the chef's knife for the following procedures:

slice	mince
chop	julienne
dice	grate or shred

Evaluation

Teacher will evaluate the student by directing specific food-cutting procedures and observing how well the student performs them.

Objectives

At the completion of this lesson the student will be able to:

--Define all of the terminology covered so far, especially anything found in a recipe.

--Know how to double or triple a recipe.

--List and describe the various jobs in the food industry.

Method

A. Lecture – discussion

1. Review terminology found in recipes.
2. Using a recipe, show how to determine the amounts needed to double the recipe, triple it, etc.(Determine by the YIELD amount found on the recipe.)
3. Conversions – Teacher and class together fill in A.V. 15.
4. Films about jobs in food service

B. Audiovisuals

1. Filmstrip and cassette – "Cook"
2. Filmstrip and cassette – "Working in Food Services"
3. A.V. 15 – Conversions

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Get filmstrip projector, cassette player, and A.V. materials.
C. Get materials for student activity (recipe books, materials for practice).

Student activity

A. Students will each fill in A.V. 15 as a handout.
B. Students will examine recipes and figure out how much of each food would be needed for the recipe to be doubled and tripled.
C. Students will practice using the chef's knife or anything else that the student wants to practice.

Evaluation

A. Teacher will check the handouts and recipes for accuracy.
B. Teacher will check student achievements in the practice session.

Objectives

At the completion of this lesson the student will be able to:

--Identify different fruits by name and describe their characteristics.
--Prepare various fruits for service according to the terms specified.

Method

A. Lecture – discussion

1. Names of common fruits
2. Characteristics
   a. Family names – citrus, melons, berries
   b. Color of various fruits
   c. Shape of various fruits
3. Determining the ripeness of various fruits
4. Ways in which fruits are prepared and served
   a. Sliced
   b. Peeled
   c. Sectioned
   d. Strained

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to prepare fruits in several ways, emphasizing the terms used.

Teacher preparation

A. Gather lecture notes.
B. Get materials for student activity.

Student activity

A. Students will prepare a grapefruit by sectioning.
B. Students will make fruit cup and in this way practice slicing, sectioning, peeling, and dicing.

Evaluation

Teacher will evaluate the students on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Identify different ways that fruits may be purchased.
--Prepare applesauce.

Method

A. Lecture – discussion

1. Ways to buy fruit
   a. fresh or raw
   b. frozen
   c. dried
   d. canned (or in jar) with or without added sugar
   e. fruit juice (fresh, reconstituted, canned, or frozen)
2. How fresh fruit is sold
   a. by the pound
   b. singly – melons, pineapples, mangoes, etc.
   c. by quantity – oranges, lemons, etc.
3. Need to wash fruit well before preparing
4. How to prepare applesauce

B. Audiovisual

Recipe – applesauce

C. Demonstration

Teacher will demonstrate how to make applesauce.

Teacher preparation

A. Gather lecture notes.
B. Get materials for making applesauce.

Student activity

Students and teacher will make applesauce.

Evaluation

Teacher will evaluate the students on their contributions to the applesauce project.

Objectives

At the completion of this lesson the student will be able to:

--Know different ways of serving fruits.
--Make baked apples.

Method

A. Lecture – discussion

1. There are many ways that fruits may be served.
2. Fresh fruits may be served:
   a. whole
   b. halved (and sectioned)
   c. sliced
   d. cut in small pieces (fruit cup)
   e. as a juice
3. Cooked fruits may be served:
   a. whole (baked apple)
   b. in halves or sections (stewed peaches)
   c. mashed (applesauce)
4. Dried fruit may be served:
   a. whole (raisins)
   b. stuffed
   c. stewed (prunes and apricots)

B. Audiovisual

Recipe – Baked Apples

C. Demonstration

Teacher will demonstrate how to core an apple and prepare it to be baked.

Teacher preparation

A. Gather lecture notes.
B. Get materials for student activity.

Student activity

Students will prepare and bake apples.

Evaluation

Teacher will evaluate the students on coring the apple and how well they prepared the apple for baking. Did they follow directions?

Lesson 19

When to Serve Fruit
Preparing Stewed Prunes

Objectives

At the completion of this lesson the student will be able to:

--Tell the many times fruit can be served.
--Prepare stewed prunes.

Method

A. Lecture – discussion

1. Versatility of fruit – may be eaten as part of a meal or as a snack.
2. Fruit as an appetizer
   a. fruit juice
   b. whole or cut
   c. stewed
3. Fruit as a salad
   a. cut up and served on lettuce
   b. sliced and served on lettuce
4. Fruit as a garnish
   a. baked ham with pineapple
   b. lemon slices with fish and seafood
5. Fruit as a dessert
   a. raw, served whole or cut up
   b. stewed or baked
   c. in Jello, cake, or pie
6. Fruit as a snack – in any form

B. Audiovisual – none

C. Demonstration

Teacher will prepare stewed prunes, following the instructions on the box of prunes.

Teacher preparation

A. Gather lecture notes.
B. Get materials for student activity.

Student activity

Students will prepare stewed prunes.

Evaluation

How well did the students follow the recipe?

Lesson 20

Why Do We Serve Fruit?
Making Oatmeal-Raisin Cookies
Making Chocolate-Peanut Clusters

Objectives

At the completion of this lesson the student will be able to:

--Explain the chief values of fruit in our diets.
--Describe the nutritional value of peanuts.
--Make oatmeal-raisin cookies and chocolate-peanut cluster.

Method

A. Lecture – discussion

1. Importance of vitamin C in diet
2. Fruit as a source of vitamin C, particularly citrus
3. Importance of iron in diet
4. Dried fruits as a source of iron
5. Peanuts as a nutritious food – rich in protein, iron, other minerals and vitamins.

B. Audiovisuals

1. Booklets and information from Planters Peanuts.
2. Recipes – Oatmeal-Raisin Cookies, Chocolate-Peanut Clusters.

C. Demonstration

1. Teacher will demonstrate how to make oatmeal-raisin cookies.
2. Teacher will demonstrate how to make peanut-chocolate clusters.

Teacher preparation

A. Gather lecture notes.
B. Get booklets for students.
C. Get materials for student activity and demonstration.

Student activity

The class will be divided in half. Students will make oatmeal-raisin cookies and peanut-chocolate clusters.

Evaluation

Teacher will evaluate the students on the student activities.

Lesson 21

Cereals: Ready-to-Eat and Cooked
Preparing Cooked Cereal

Objectives

At the completion of this lesson the student will be able to:

--Differentiate between ready-to-eat cereals and cooked cereals.
--Prepare a cooked cereal.

Method

A. Lecture – discussion

1. Ready-to-eat cereals
   a. Keeping them fresh
   b. How to serve
2. Cooked cereals
   a. Texture should be smooth, firm, and well cooked.
   b. Prepared with milk or water.
   c. Salt added for flavor.
   d. Important to follow measurements and directions exactly.
   e. Double-boiler will keep cereal warm.

B. Audiovisuals

Recipes – Oatmeal, Cream of Wheat

C. Demonstration

Teacher will demonstrate how to cook cereal and will explain what can result when the directions are not followed exactly – lumps, cereal too thin or thick, etc.

Teacher preparation

A. Gather lecture notes.
B. Get materials for demonstration and student activity.

Student activity

A. Students will practice making cooked cereals.
B. Students will serve the cooked cereal in several ways (with fruit, butter, sugar, etc.,)

Evaluation

Teacher will evaluate the students on how well the directions were followed.

Objectives

At the completion of this lesson the student will be able to:

--Explain what a quick bread is and why baking powder is used.
--Describe how baking-powder biscuits should turn out if made properly.
--Prepare baking-powder biscuits.

Method

A. Lecture – discussion

1. What are quick breads?
2. All about baking-powder biscuits

B. Audiovisual

Recipe – Baking-Powder Biscuits

C. Demonstration

Teacher will demonstrate how to make baking-powder biscuits.

Teacher preparation

A. Gather lecture notes.
B. Get materials for demonstration and student activity.

Student activity

Students will make baking-powder biscuits.

Evaluation

Teacher and students will evaluate the biscuits together to determine if they were made correctly.

Objectives

At the completion of this lesson the student will be able to:

--Differentiate between muffins and baking-powder biscuits.
--Make muffins according to directions.
--Evaluate the muffins after baking.

Method

A. Lecture – discussion

1. Ditferentiate between muffins and biscuits.
2. Characteristics of good muffins

B. Audiovisual

Recipe – Muffins

C. Demonstration

Teacher will demonstrate how to make muffins.

Teacher preparation

A. Gather lecture notes.
B. Get materials for demonstration and student activity.
C. Save a biscuit from yesterday to compare the two types of quick breads.

Student activity

Students will prepare muffins.

Evaluation

A. Students will evaluate the muffins according to the proper characteristics of a good muffin.
B. Students will compare the muffins with the biscuits from yesterday.

Lesson 24

Differences between Dough and Batter
Making Muffin and Biscuit Variations

Objectives

At the completion of this lesson the student will be able to:

--Explain the differences between dough and batter and refer to them by the proper names.
--Make biscuits and muffins with variations from the original recipe.

Method

A. Lecture – discussion

1. Characteristics of dough
2. Characteristics of batter

B. Audiovisuals

Recipes – Butterscotch Biscuits, Jelly Muffins

C. Demonstration

Teacher will demonstrate how to tell the difference between batter and dough and how each should be treated.

Teacher preparation

A. Gather lecture notes.
B. Have ready several recipes for variations of basic quick breads.
C. Get materials for student activity.
D. Try to have a sample of dough and a sample of batter for demonstration.

Student activity

Students will break into groups and prepare muffin variations and biscuit variations.

Evaluation

Teacher and students will compare the various products and check them for correct characteristics.

Objectives

At the completion of this lesson the student will be able to:

--Make a loaf of bread.
--State what yeast is and how it functions in bread-making.

Method

A. Lecture – discussion

1. First, the students will begin to make the bread so there will be enough time for it to rise.
2. As the bread rises, the teacher and students will discuss what yeast is, what it does to a dough, and how it came to be known.
3. History of breads and description of various types.

B. Audiovisuals

1. Booklets from Fleischmann's, called "Bake-a-Bread Book," for each student.
2. Handout sheets on the rapid-mix method – A.V. 25a(1) and (2), and 25b(1) and (2).

C. Demonstration

Teacher and students will work together to make the bread.

Teacher preparation

A. Gather lecture notes.
B. Bring in matzoh as an example of unleavened bread.
C. Get all materials and booklets for directions and reference.
D. Be sure to have everything ready when students enter the room.

Student activity

Students will make a loaf of bread.

Evaluation

Students will eat the bread and evaluate its taste.

Objectives

At the completion of this lesson the student will be able to:

--Explain the nutritional value of eggs.
--Explain the many ways that eggs can be cooked.
--Cook hard- and soft-boiled eggs.

Method

A. Lecture – discussion

1. Value of eggs in our diet – as a substitute for meat.
2. Versatility of eggs – can be eaten for breakfast, lunch, or dinner.
3. Various ways to cook eggs.
4. Use of eggs in recipes for many types of dishes.
5. Eggs not suitable for a low-cholesterol diet.
6. How to separate an egg.

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to separate an egg.

Teacher preparation

A. Gather lecture notes.
B. Have enough eggs ready for demonstration and student activity.

Student activity

A. Students will practice separating eggs.
B. Eggs will be put back together and students will cook scrambled eggs.
C. Teacher will have a recipe written to follow for making hard-boiled eggs, which students will follow.
D. Hard-boiled eggs will be saved for next lesson.

Evaluation

Teacher will evaluate the students on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Make deviled eggs.
--Make egg salad.

Method

A. Lecture – discussion

1. What kind of eggs are needed for deviled eggs and egg salad?
2. When are deviled eggs usually served?

B. Audiovisual

Recipe – Deviled eggs

C. Demonstration

Teacher will demonstrate how to make deviled eggs and egg salad.

Teacher preparation

A. Gather lecture notes.
B. Have recipes ready.
C. Check on number of cooked eggs available; have students prepare extra if necessary.

Student activity

Each student will prepare one whole deviled egg and an egg salad.

Evaluation

Teacher will evaluate the students on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Prepare soft-boiled eggs.
--Prepare poached eggs.

Method

A. Lecture – discussion

1. What is a poached egg?
2. What are two ways of making poached eggs?
3. How to make soft-boiled eggs

B. Audiovisual – none

C. Demonstration

1. Teacher will demonstrate two ways of making poached eggs.
2. Teacher will demonstrate how to make soft-boiled eggs.

Teacher preparation

A. Gather lecture notes.
B. Have recipes ready.

Student activity

A. Students will make poached eggs in two different ways.
B. Students will make soft-boiled eggs.

Evaluation

Students will be evaluated on how well they followed directions.

Objectives

At the completion of this lesson the student will be able to:

--Prepare a fried egg – sunny side up.
--Prepare a fried egg – over, light.
--Prepare a fried egg – in bread.

Method

A. Lecture – discussion

1. The name "fried egg" tells us that the egg is cooked how?
2. What is "sunny side up"?
3. What is "over, light"?
4. How do you cook an egg in bread?*

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to make a fried egg in each of the different ways discussed.

Teacher preparation

A. Gather lecture notes.
B. Have recipes ready.

Student activity

Students will make eggs in each of the ways learned today.

Evaluation

Teacher will evaluate the students on the student activities.

*Cut a hole in a slice of bread with a cookie cutter; butter it; fry it butter-side down. Break an egg into the bread. Yolk will fill hole and white will overflow bread. Turn over carefully for a brief moment or two. Great!

Objectives

At the completion of this lesson the student will be able to:

--Prepare several different types of omelets.
--Explain how an omelet can meet many of the nutritional needs of an entire meal.

Method

A. Lecture – discussion

1. What is an omelet?
2. What type of pan is used for an omelet and why?
3. What can be put into an omelet?

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to make a regular omelet.

Teacher preparation

A. Gather lecture notes.
B. Have recipes ready.
C. Have many different things available for the students to put into their omelets (onions, mushrooms, cheese, green peppers, etc.).

Student activity

Students will practice making omelets, putting in things that they like.

Evaluation

A. Teacher will evaluate the students on the student activity, including how well the omelet was turned.
B. The students will taste the different types of omelets and decide which combinations of foods taste best to them.

Objective

At the completion of this lesson the student will be able to:

--Plan a breakfast menu, keeping the need for good nutrition in mind.

Method

A. Lecture – disucssion

1. Review nutrition and relate it to breakfast planning.
2. Look ahead at the menu for the week (just as teacher does) and determine what the order for food should be.

B. Audiovisual

Rocom film – Standard Food Portions

C. Demonstration – none

Teacher preparation

A. Gather lecture notes, Rocom projector, and film
B. Be sure to have samples for the students to follow for menu planning.

Student activity

Students will plan a breakfast menu and make covers for their menus.

Evaluation

Teacher will evaluate the students on their menus and their understanding of nutrition with relation to breakfast.

Objective

At the completion of this lesson the student will be able to:

--Prepare Breakfast #1.

Method

A. Lecture – discussion

1. Review the importance of following the recipe carefully.
2. Divide the class into groups for the different jobs.

B. Audiovisual

Students will have their recipe cards ready.

C. Demonstration – none

Teacher preparation

A. Be sure to have the materials ready for the students.
B. Be sure to remind the students before time to bring in their recipe cards.

Student activity

A. Students will prepare Breakfast #1:

Orange juice
French toast
Coffee, Tea, and Milk

Evaluation

Teacher and class will evaluate how well the jobs were done and whether any improvements could be made for the next day.

Objective

At the completion of this lesson the student will be able to:

--Prepare Breakfast #2.

Method

A. Lecture – discussion

1. Review the suggestions that were made on the previous day.
2. Assign jobs.

B. Audiovisual

Students will have their recipe cards to follow.

C. Demonstration – none

Teacher preparation

A. Have enough materials ready.
B. Be sure that the students have their recipe cards to follow.

Student activity

Students will prepare Breakfast #2:

Half grapefruit
Cooked cereal
Muffins
Coffee, Tea, and Milk

Evaluation

Teacher will evaluate the students on the progress made since the last lesson.

Objective

At the completion of this lesson the student will be able to:

--Prepare Breakfast #3.

Method

A. Lecture – discussion

1. Teacher will let students choose their own jobs.
2. Review evaluation techniques.

B. Audiovisual

The students will have their recipe cards to follow.

C. Demonstration – none

Teacher preparation

A. Be sure to have materials ready for the students.
B. Do all students have their recipe cards?

Student activity

Students will prepare Breakfast #3:

Fruit cup
Scrambled eggs
Cinnamon toast
Cocoa

Evaluation

The teacher and students will review the points for evaluation and go through the process together.

Objective

At the completion of this lesson the student will be able to:

--Prepare Breakfast #4.

Method

A. Lecture – discussion

This time the students are on their own!

B. Audiovisual

Individual recipe cards

C. Demonstration – none

Teacher preparation

Be sure all materials are ready.

Student activity

Students will prepare Breakfast #4:

Orange juice
Choice of eggs
Butterscotch biscuits
Cocoa

Evaluation

The students and teacher will do a self-analysis and grade, but the teacher will have the final say on grading.

Objectives

At the completion of this lesson the student will be able to:

--Differentiate between recipe, mix-, and ready-made cakes.
--Make peanut butter cookies, using a mix as a base.

Method

A. Lecture – discussion

1. Three types of cakes
   a. From a recipe
   b. From a cake mix
   c. Ready-made
2. When is the best time to use each type? (A.V. 36a)
3. Comparing the three types of cakes.
4. Using a mix to make something homemade, e.g., making peanut butter cookies by using a mix.

B. Audio-visual
1. A.V. 36a – When Might I . . .
2. A.V. 36b – Cake Comparison Chart
3. Recipe – Peanut-Butter Cookies

C. Demonstration

Teacher will show the process of making the cookies, but the students will make them.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for student activity and recipe cards.

Student activity

Students will make peanut-butter cookies from a cake mix.

Evaluation

Teacher will evaluate the students on the student activity.

Objectives

At the completion of this lesson the student will be able to:

--Demonstrate the mixing techniques found in recipe instructions.
--Compare recipes for the number of steps it takes to prepare and the number of ingredients used for the same recipe.
--Make cookies from a recipe.

Method

A. Lecture – discussion

1. The different mixing techniques found in recipe directions (A.V. 37a)
   a. Combine or blend
   b. Beat or whip
   c. Fold in
   d. Cream
2. Comparison of different home recipes for the same type of cake
3. Comparison of the number of preparation steps in various cakes from different cookbooks (A.V. 37b)
4. Comparison of the number of ingredients used in various cakes from different cookbooks (A.V. 37c)

B. Audiovisual

1. A.V. 37a – Mixing
2. A.V. 37b – Recipes – Preparation
3. A.V. 37c – Recipes – Ingredients

C. Demonstration

Teacher will demonstrate the mixing techniques used in recipes.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials and recipes for student activity.
D. Tell students to bring in several different recipes for yellow cake, cheese cake, and pound cake. Be sure to have extra recipes and recipe books available.

Student activity

A. Students will each practice the mixing techniques.
B. Students will make cookies from a recipe.

Evaluation

Students will be evaluated on the student activities.

Objectives

At the completion of this lesson the student will be able to:

--Identify some major baking rules that must be learned before attempting to bake.

--Compare the directions and ingredients of a yellow cake mix and a white cake mix.

--Make a cake from a mix.

Method

A. Lecture – discussion

1. Baking practices (A.V. 38a)
   a. Need to preheat oven
   b. Correct oven temperature
   c. Baking time
   d. Pan size and pan preparation
   e. Placement of pans in the oven
   f. Test for doneness
   g. Cooling time
   h. Depanning
2. Comparison of directions on a yellow and white cake mix (A.V. 38b)
3. Comparison of ingredients on a yellow and white cake mix (A.V. 38c)

B. Audiovisuals

1. A.V. 38 a – Baking Practices
2. A.V. 38 b – Directions
3. A.V. 38 c – Ingredient Statement

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get cake mixes and materials for baking.

Student activity

Class will divide into groups, with each group making a cake from a different cake mix.

Evaluation

Teacher will evaluate the students on their ability to follow directions and on their cooperation with each other.

Objectives

At the completion of this lesson the student will be able to:

--Compare cake mixes of different brands in several respects.
--Differentiate between types of ready-made cakes.
--Make a cake from a recipe.

Method

A. Lecture – discussion

1. Comparison of different brands of cake mixes for: (A.V. 39a)
   a. Number of steps
   b. Number of ingredients
   c. Number of pieces of equipment needed
   d. Cost
   e. Variations that can be made from the same mix.
2. Ready-made cakes that are available – in three main types: (A.V. 39b)
   a. Frozen
   b. Fresh-packaged from the grocery
   c. Bakery cakes

B. Audiovisuals

1. A.V. 39a – Resources To Make Cake Mixes
2. A.V. 39b – Ready-Made Cakes Available

C. Demonstration – none

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get boxes from several different brands of cake mixes to compare.
D. Get materials and recipes for student activity.

Student activity

Each group of 4 or 5 students will make a cake from a recipe with no real help from the teacher.

Evaluation

Teacher will evaluate the success of the student activity by the outcome of the cake. Were the measurements accurate? Taste? Looks? etc.

Objectives

At the completion of this lesson the student will be able to:

--Make a frosting bag for decorating
--Frost and decorate a cake.

Method

A. Lecture – discussion

1. How to make a frosting bag (A.V. 40a)
2. The different tips and what they do
3. Directions for frosting a cake. (A.V. 40b)

B. Audiovisuals

1. A.V. 40a – Frosting Bag
2. A.V. 40b – Frosting a Cake
3. Recipe – Decorator's Frosting

C. Demonstration

1. Teacher will demonstrate making a frosting bag and what effects the different tips produce.
2. Teacher will demonstrate the basic steps in cake frosting.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get recipes for making frosting.
D. Get materials for student activity.

Student activity

A. Students will make frosting bags.
B. Students will make frosting from a recipe.
C. Students will frost and decorate a cake.

Evaluation

Teacher and class will evaluate the work together for correct procedure and attractiveness and creativity of frosting.

Objectives

At the completion of this lesson the student will be able to:

--Make instant pudding.
--Make cooked pudding.

Method

A. Lecture – discussion

1. What is the difference between instant pudding and cooked pudding?
2. Check the ingredients for differences.
3. How is pudding made for several people?

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to make instant pudding and cooked pudding.

Teacher preparation

A. Gather lecture materials.
B. Have mixes for instant pudding and cooked pudding ready.

Student activity

Students will break up into groups to prepare regular and instant pudding.

Evaluation

Teacher and students will decide whether the two types were made correctly. They will taste the two types for differences.

Objective

At the completion of this lesson the student will be able to:

--Make Jello in dishes and in a mold.

Method

A. Lecture – discussion

1. Different ways of preparing packaged gelatin mixes
2. Jello served as an appetizer, vegetable, salad, or dessert
3. Making Jello in dishes
4. Making Jello in pans
5. Making Jello in molds

B. Audiovisuals

Bring in several gelatin-mix recipes so the students can see the flexibility of this type of product.

C. Demonstration

Teacher will make a basic Jello base.

Teacher preparation

A. Gather lecture notes and recipes.
B. Get materials and additional ingredients for student activity.
C. Get molds, pans, and dessert dishes.

Student activity

Students will break up into four groups. Each group will make Jello for a different purpose. One will make an appetizer, another a vegetable, another a salad, and another a dessert.

Evaluation

Teacher will evaluate the students on the student activity.

* Or any similar packaged flavored gelatin mix.

Objectives

At the completion of this lesson the student will be able to:

--Prepare a whipped topping.
--Use whipped topping on a dessert

Method

A. Lecture – discussion

1. When do we use whipped topping?
2. The purpose of whipped topping
   a. Add to the sweetness
   b. Make something more attractive
3. Different methods of making whipped topping

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to make whipped topping using evaporated milk.

Teacher preparation

A. Gather lecture notes.
B. Get materials for student activity.
C. Be sure to have different products for packaged whipped topping samples.

Student activity

A. Students will divide into groups and each group will make the topping a different way.
B. Students will use the topping on a dessert they have previously prepared.

Evaluation

A. Teacher will evaluate the students on the student activity.
B. Teacher will evaluate the students on how well they evaluate their own different whipped toppings.

Lesson 44

Hors D'Oeuvres
Making Party Sandwiches

Objectives

At the completion of this lesson the student will be able to:

--Explain what is meant by hors d'oeuvres.
--Make tiny party sandwiches.

Method

A. Lecture – discussion

1. What are hors d'oeuvres?
2. Making tiny party sandwiches

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to make the party sandwiches.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have all ingredients and cookie cutters to make the party sandwiches.

Student activity

A. Some students will make party sandwiches using a tuna filler. Others will make them with egg salad or cream cheese.
B. Students will follow other recipes for hors d'oeuvres as long as time allows.

Evaluation

The students will be evaluated on the student activity. How much time was needed to make how many?

Objectives

At the completion of this lesson the student will be able to:

--Identify the different greens that can be used in a salad.
--Make an antipasto.
--Make a tossed salad.
--Make a salad dressing.

Method

A. Lecture – discussion

1. Know what ingredients you need for your salad before you begin.
2. Be sure everything is fresh, clean, and properly peeled and sliced.
3. Different types of salad greens (A.V. 45a)
4. Making a salad (A.V. 45b)
5. Different types of salad dressings
6. What is an antipasto?

B. Audiovisuals

1. A.V. 45a – 1 and 2 – Greens
2. A.V. 45b – 1 and 2 – Preparation
3. A.V. 45c – Garnishes
4. Rocom film – Salad Preparation

C. Demonstration

1. Teacher will demonstrate how to prepare different vegetables for a salad.
2. Teacher will demonstrate how to make an antipasto.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector, Rocom projector, and A.V. materials.
C. Have all salad and antipasto vegetables ready.
D. Have ingredients for salad dressings ready.

Student activity

Students will prepare tossed salad, antipasto, and salad dressings.

Evaluation

Teacher will evaluate the students on their ability to work within a timetable.

Objectives

At the completion of this lesson the student will be able to:

--Prepare cole slaw.
--Prepare potato salad.
--Prepare macaroni salad.

Method

A. Lecture – discussion

1. There are other salads that can be made that are not based on greens.
2. The differences between cabbage and lettuce
3. The spelling of "cole slaw" ("Cole" = member of cabbage family.)

B. Audiovisual – none

C. Demonstration

The teacher will demonstrate how to use the food chopper for making cole slaw.

Teacher Preparation

A. Gather lecture notes.
B. Have recipes ready for all three salads.
C. Ingredients must be ready for all three salads.

Student activity

Students will divide into groups and make cole slaw, potato salad, and macaroni salad. Some of the ingredients will be prepared in large quantity because they are used in more than one salad (carrots, onion, celery, etc.).

Evaluation

Teacher will evaluate the students on the quality of their student activities and the amount of work they complete.

Objective

At the completion of this lesson the student will be able to:

--Prepare sandwiches in large quantities.

Method

A. Lecture – discussion

1. Building a sandwich (A.V.47a)
2. Making sandwiches (A.V. 47b)
3. What are some sandwich fillers?

B. Audiovisual

1. A.V. 47a – 1, 2, 3, 4, 5 – Building a Sandwich
2. A.V. 47b – 1, 2, 3, 4 – Making Sandwiches

C. Demonstration
Teacher will demonstrate how to make a single sandwich.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for student activity.

Student activity

A. Students will prepare sandwiches in an assembly-line fashion.
B. Students will make club sandwiches if time allows.

Evaluation

Teacher will check the time and will evaluate the students on how many sandwiches are completed (correctly) in the shortest amount of time.

Objective

At the completion of this lesson the student will be able to:

--Plan and prepare a luncheon.

Method

A. Lecture – discussion

1. Review of the rules of nutrition
2. Planning the luncheon
   a. Time
   b. Materials
3. Making the lunch and serving it

B. Audiovisual – none

C. Demonstration – none

Teacher preparation

Teacher will be sure to have the materials ready that will be needed for the luncheon.

Student activity

Students will plan, prepare, and serve the luncheon.

Evaluation

Teacher will evaluate the luncheon with the students to see if anything could have been handled more efficiently.

FOOD EXAMINATION NAME _____

CONVERSIONS

½ cup flour	_____	_____
¼ cup sugar	_____	_____
1/8 T. B.P.	_____	_____
2/3 t. nutmeg	_____	_____
3 servings	_____ servings	_____ servings

EQUIVALENTS

_____ t. = 1T.

_____ T. = ½ c.

_____ c. = 1 pt.

_____ qt. = 1 gallon

1 c. = _____ T.

4 T. = _____ c.

_____ pt. = 1 qt.

_____ c. flour = 1 lb.

_____ qt. = ½ gallon

_____ c. sugar = 1 lb.

ABBREVIATIONS

21# = _____

ounce = _____

degree = _____

qt. = _____

pt. = _____

c. = _____

gallon = _____

tablespoon = _____

teaspoon = _____

lb. = _____

COFFEEMAKER: Write 1, 2, 3, 4, for the order of doing these things:

_____ Put filter on coffeepot.

_____ Turn machine on.

_____ Put water in coffeemaker.

_____ Put coffee in filter.

I am making 6 cups of coffee. Where should I fill the water to?

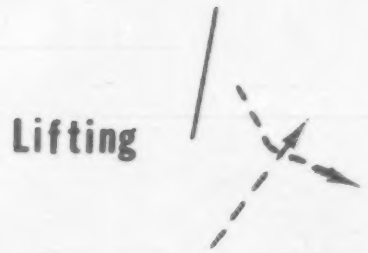
77

AV-1a-1

86

87

MOVING SAFELY



Lifting

Pushing

Pulling

Carrying

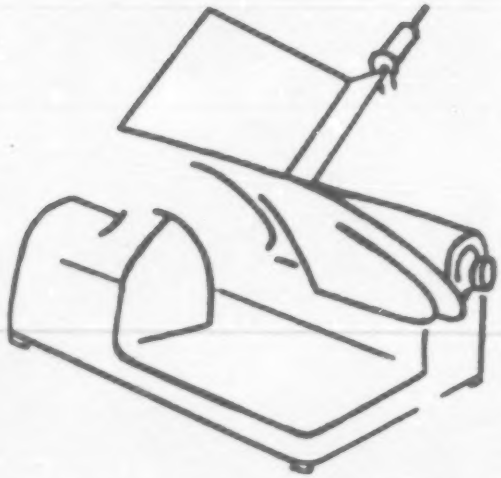
Teamwork

Reaching

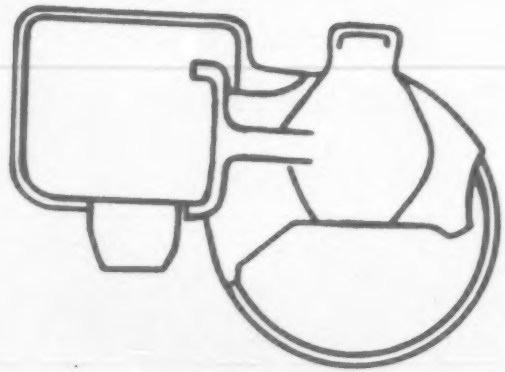
78

AV-1a-2

LARGE EQUIPMENT SAFETY



FOOD SLICER

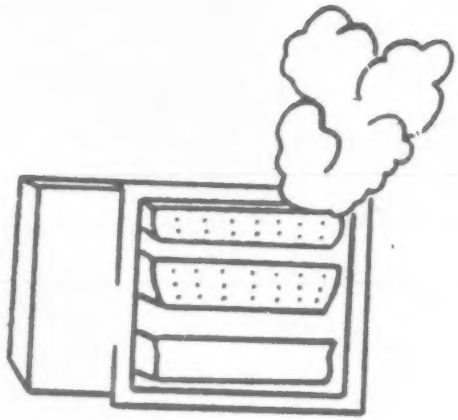


FOOD CHOPPER

STOP CUTS

BE SAFE

OVEN



STEAMER

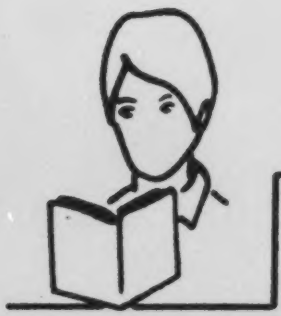
TOASTER

STOVE

STEAM KETTLE

STOP BOMBS

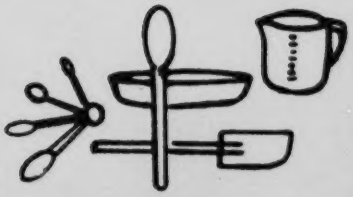
FOLLOWING A RECIPE



Read carefully

STEPS TO GOOD FOOD

get
Ingredients



get
Equipment

Measure correctly

87

AV-24

103

Prepare

104

Appliance to be Cleaned-_____

STEPS TO FOLLOW:

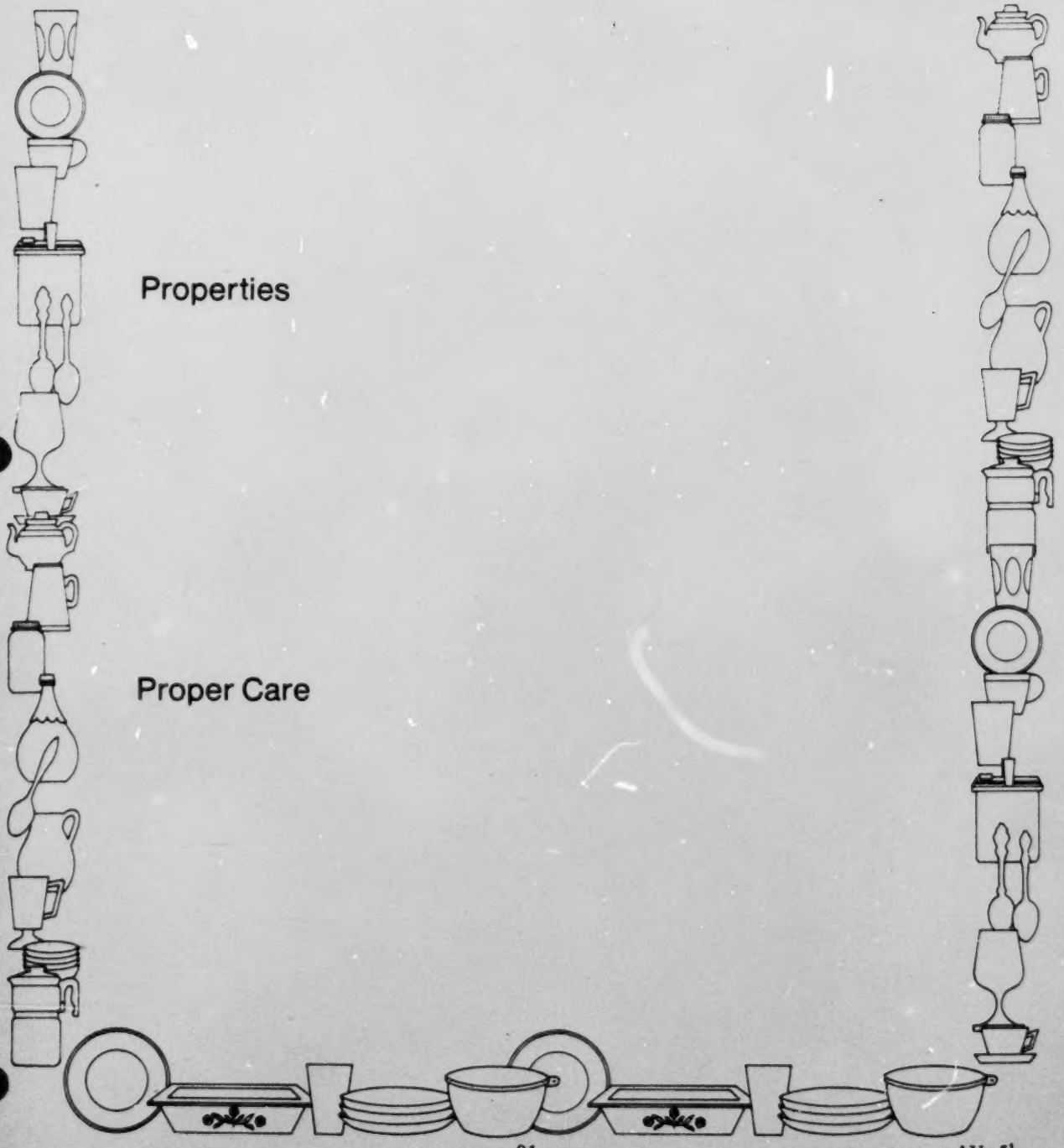
Order of Dishes to be Washed by Hand

1. Glassware
2. Silverware and utensils
3. Eating dishes
4. Serving dishes
5. Baking dishes
6. Pots and pans

Safety for Items in the Dishwasher

Dishwashable Items

Item



Properties

Proper Care

What Should Not Go in the Dishwasher

ITEM	REASON
Anodized Aluminum	
Hand Painted China	
Wooden Items	
Hollow-handled Knives	
Pewter	
Cast Iron	
Milk Glass	
Some Plastic	
Dirilyte	

A Dishwasher Detergent Must:

1.

2.

3.

4.

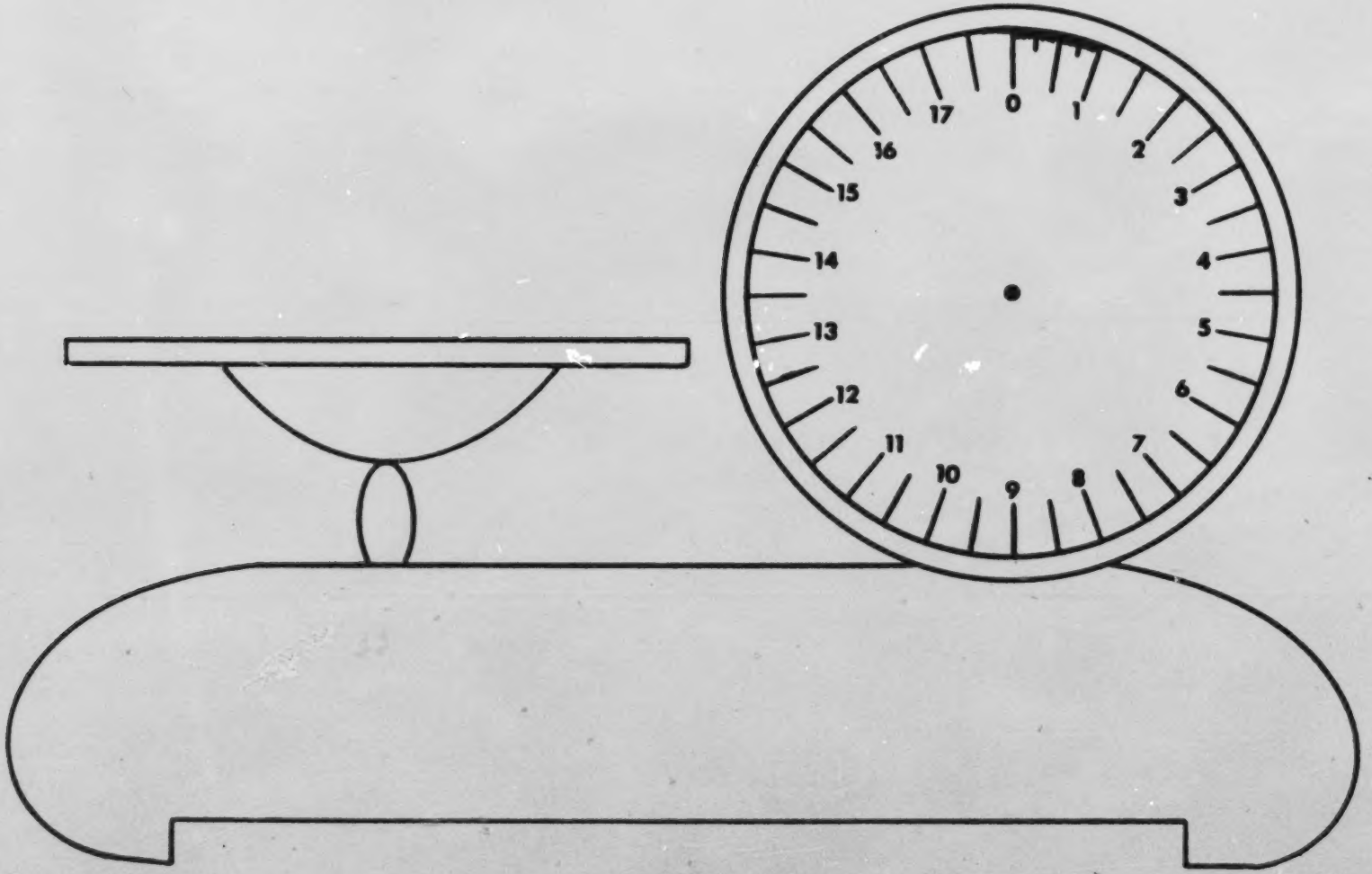
5.

6.

7.

8.

WEIGHING FOOD ON A SCALE



94

AV-7-1

111

112

95

4 oz.

AV-7-2

96

AV-7-3

NAME_____

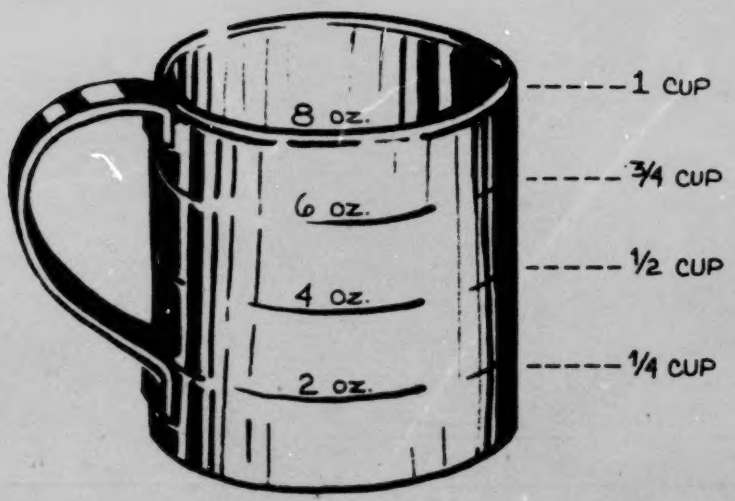
ABBREVIATIONS

B. P. =	cup =
20# =	pint =
Tbl. or T. =	pound =
oz. =	hour =
° =	few grains =
#8 =	flour =
B. S. =	minute =
tsp. =	gallon =
temp. =	square =
sl. =	quart =

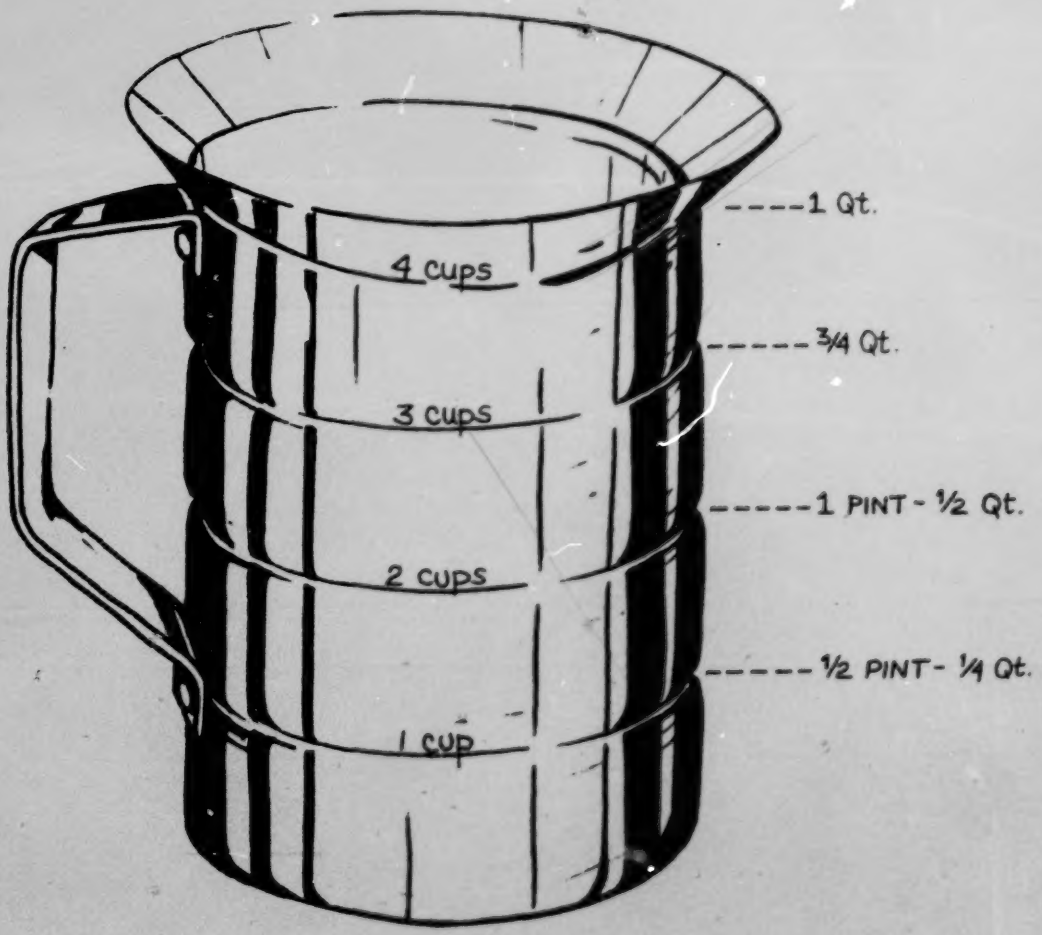
MY OWN

TABLE OF EQUIVALENTS

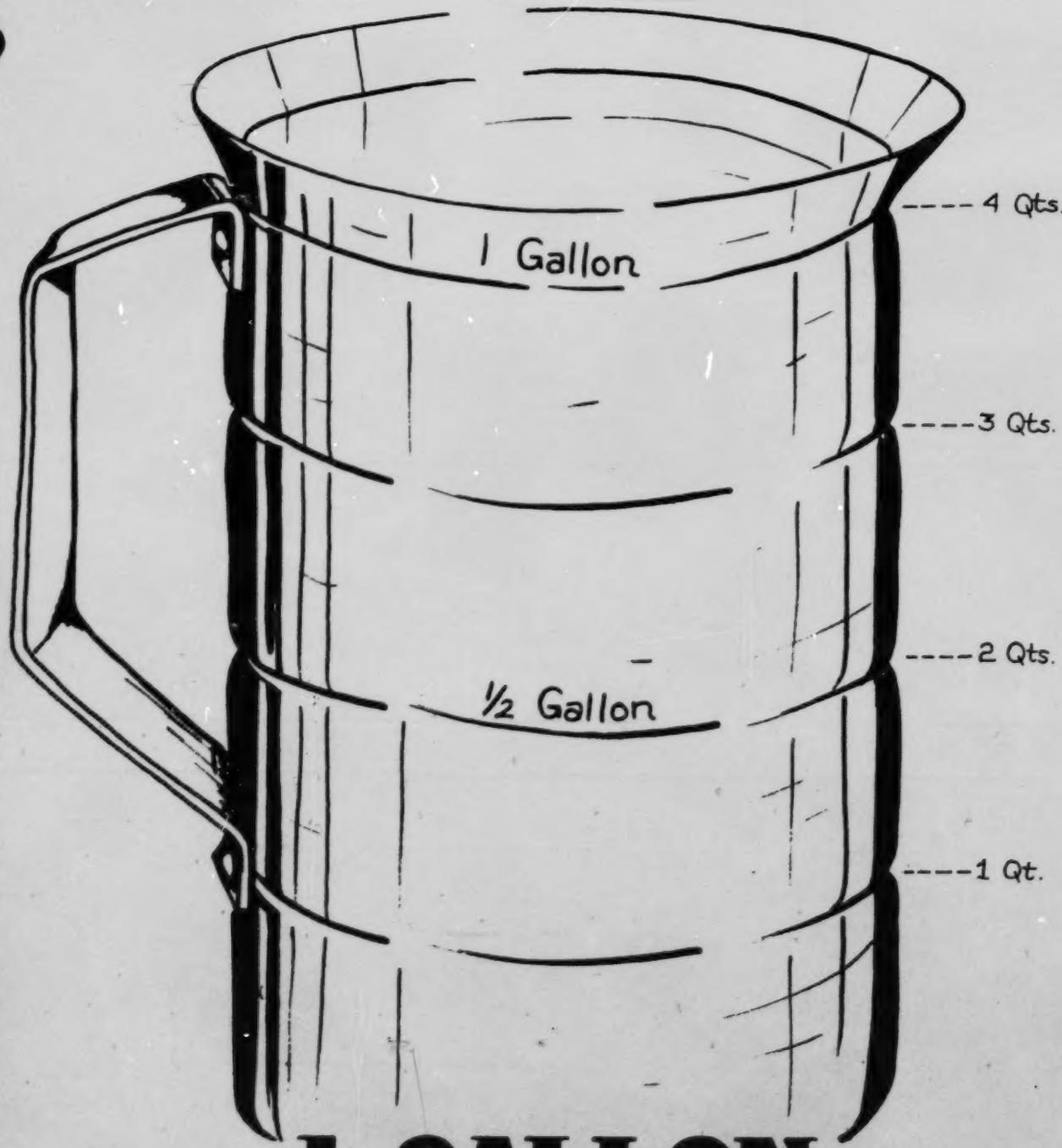
1 quart	=	cups
1 quart	=	pints
1 pint	=	cups
1 cup	=	ounces (read off the number on the cup)
1 tablespoon	=	teaspoons



1-CUP MEASURE



1-QT. MEASURE



1-GALLON MEASURE (4-QT.)

101

AV–9c

TABLE OF EQUIVALENTS - LIQUID AND DRY MEASURE

(Abbreviations in brackets)

3 teaspoons (t)	=	I tablespoon (T)
2 tablespoons	=	I fluid ounce (oz)
8 fluid ounces	=	I cup (c)
I6 tablespoons	=	I cup
2 cups	=	I pint (pt)
4 cups	=	I quart (qt)
2 pints	=	I quart (qt)
4 quarts	=	I gallon (gal)

NAME _____

EQUIVALENTS

(1) ____ t. = 1 T.

(2) 4 T. = ____ c.

(3) ____ T. = ½ c.

(4) ____ c. = 1 pt.

(5) ____ pt. = 1 qt.

(6) ____ c. = 1 qt.

(7) ____ qt. = 1 gal.

(8) 1 egg = ____ T.

(9) ____ c. flour = 1 lb.

(10) 2 qts. = ____ gal.

(11) 2 c. sugar = ____ lb.

(12) 1 egg = ____ c.

(13) 1 c. = ____ T.

(14) ____ pt. = ½ gal.

(15) 1 pt. = ____ qt.

(16) 1 c. = ____ pt.

A Guide to Good Eating

Use Daily:

Milk Group

3 or more glasses milk — Children
smaller glasses for some children under 8

4 or more glasses — Teenagers

2 or more glasses — Adults

Cheese, ice cream and other milk-made foods can supply part of the milk

Meat Group

2 or more servings

Meats, fish, poultry, eggs, or cheese—with dry beans, peas, nuts as alternates

Vegetables and Fruits

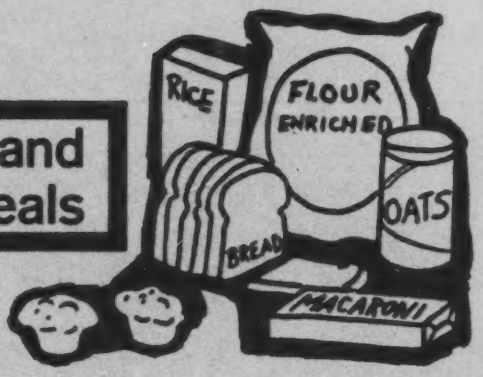
4 or more servings

Include dark green or yellow vegetables; citrus fruit or tomatoes

Breads and Cereals

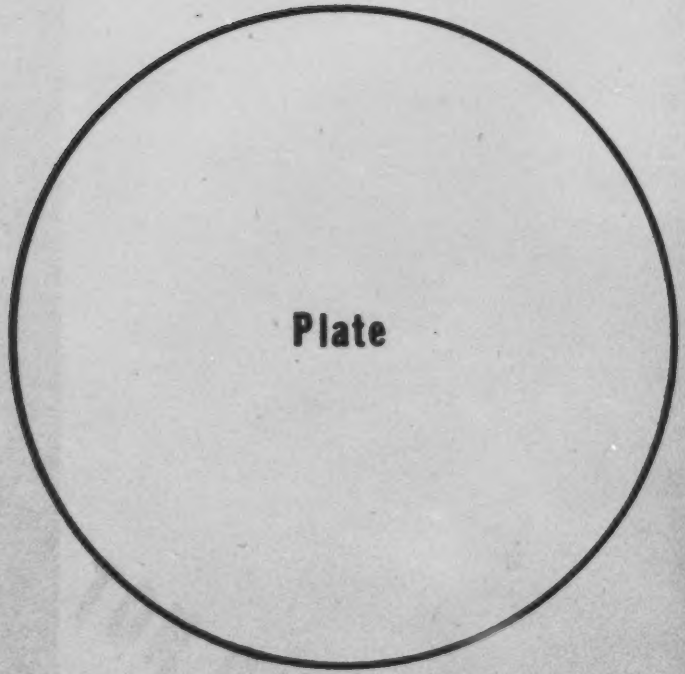
4 or more servings

Enriched or whole grain
Added milk improves nutritional values



This is the foundation for a good diet. Use more of these and other foods as needed for growth, for activity, and for desirable weight.

SETTING THE TABLE



105

AV-11b-1

106

AV-11b-2

125

Knife
Teaspoon

108

AV-11b4

109

AV-11b-5

129

Your snacks:
CHANCE OR CHOICE?

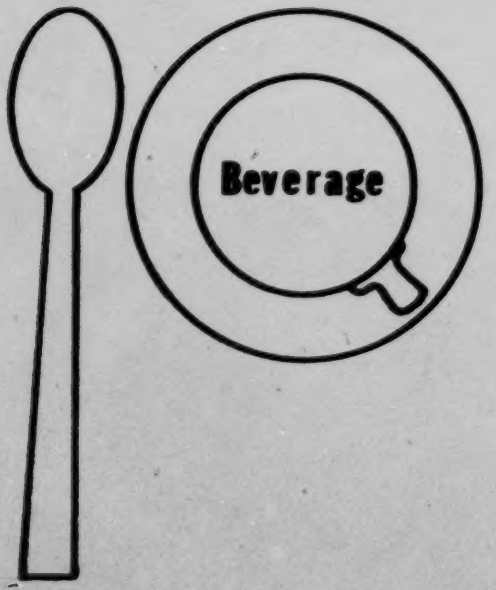
TAKE YOUR CHOICE FROM:

1. Nutrient-plus foods from four food groups
2. Look-your-best foods for health and vitality
3. Low-sugar foods, for your teeth and gums
4. Go-go foods that give you energy

110

AV–11c

MEAL SERVICE

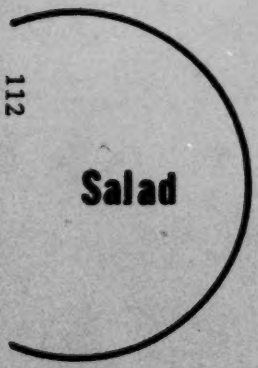


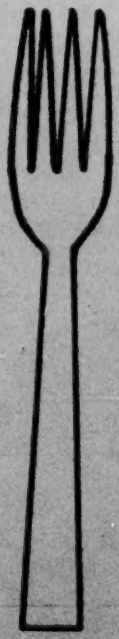
111

AV-12-1

131

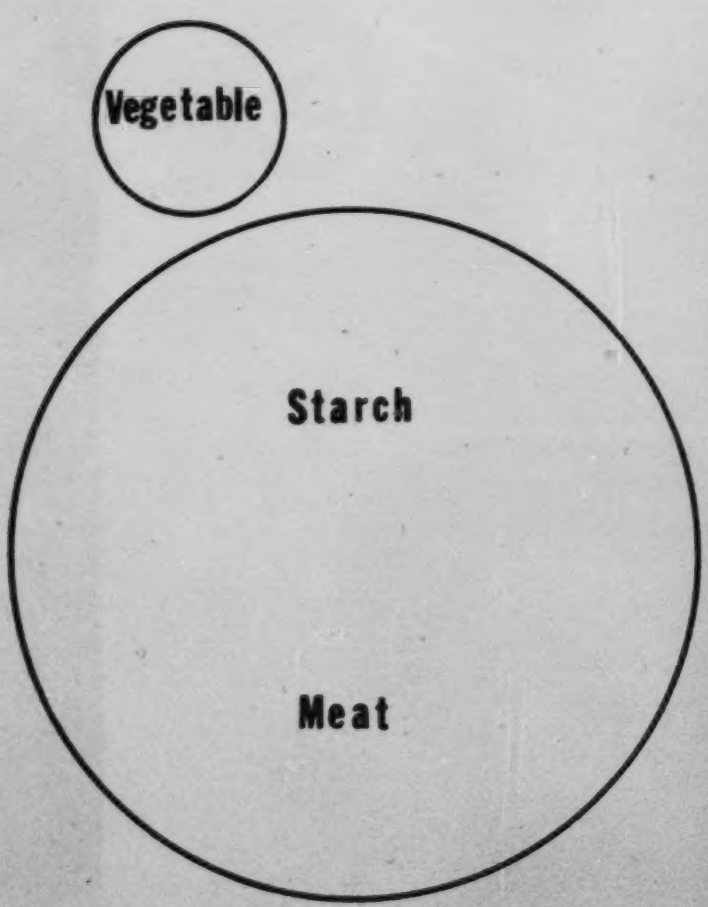
132

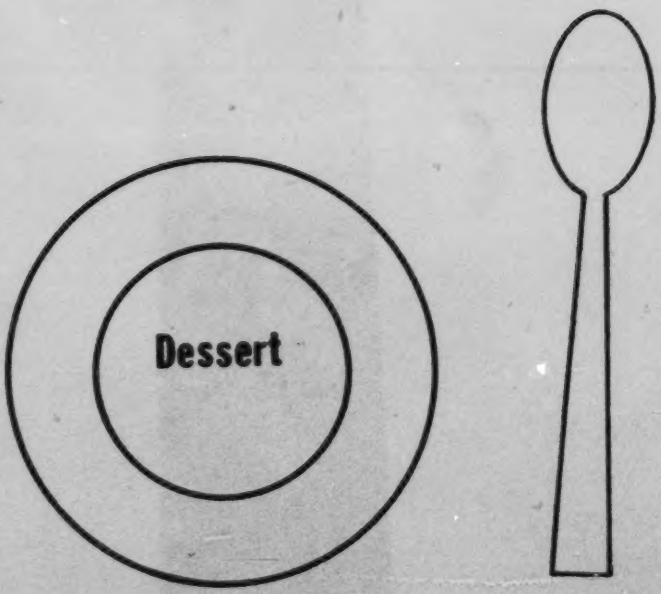




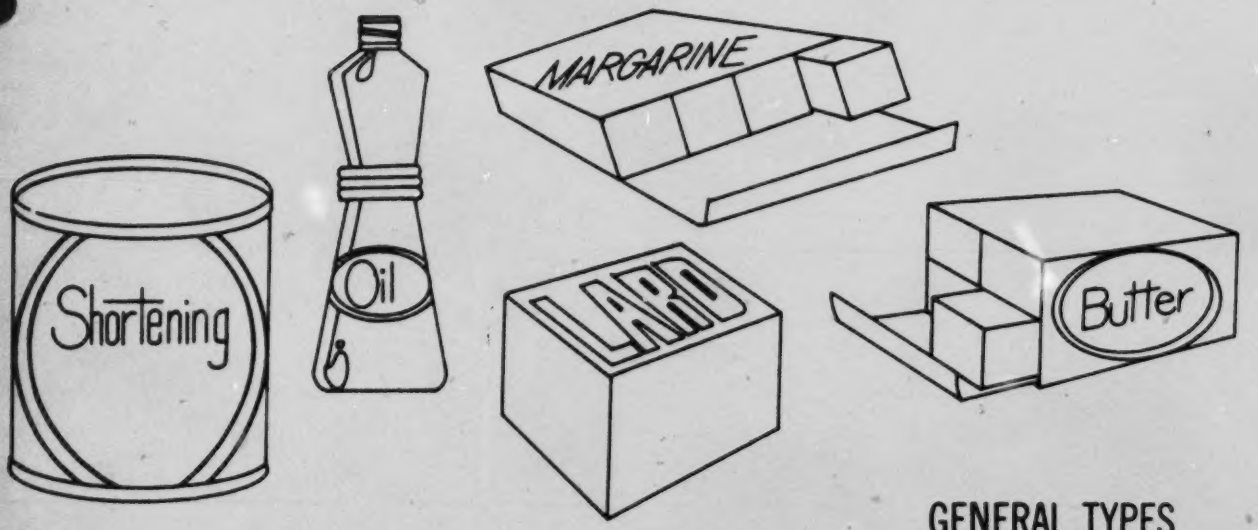
112

AV-12-2


Vegetable
Starch
Meat


Dessert

The Fats We Use



GENERAL TYPES

1. _____

2. _____

3. _____

4. _____

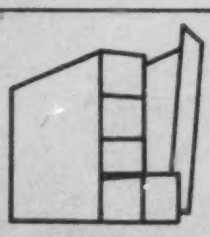
5. _____

6. _____

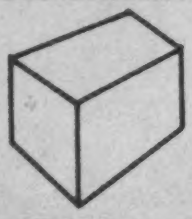
Types and Uses of Fats

SHORTENING

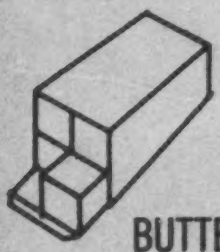
COOKING AND SALAD OIL



MARGARINE



LARD



BUTTER

OTHER KINDS OF FAT

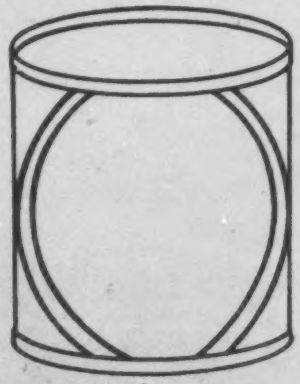
What Are Fats and Oils? (1)

SHORTENING

All Vegetable Oil or combination of vegetable oils and animal fats.

Partially hydrogenated.*

Small amounts of emulsifiers, preservatives, anti-foam agents.

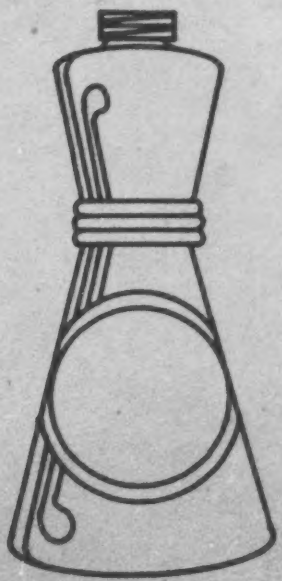


*A process which improves keeping quality and imparts shortening consistency.

CHARACTERISTICS

OIL

All Vegetable Oils. Small amounts of preservatives, anti-foam agents, flavorings.

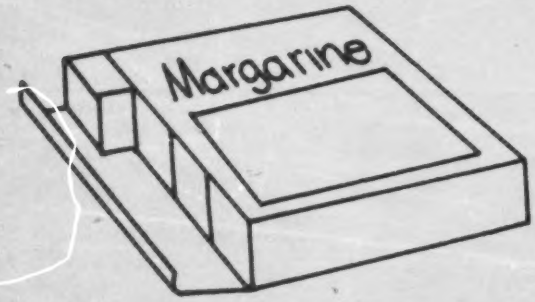


CHARACTERISTICS

What Are Fats and Oils? (2)

MARGARINE

80% Fats (Vegetable), Milk solids, Water, Salt, Flavoring, Coloring



CHARACTERISTICS

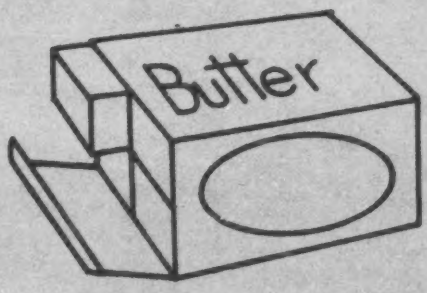
LARD

100% Rendered pork fat, Preservatives

CHARACTERISTICS

BUTTER

80% Butterfat, Water, Milk solids, Salt. Source—dairy



CHARACTERISTICS

139

AV–13d

Types of Fried Foods

PAN FRIED

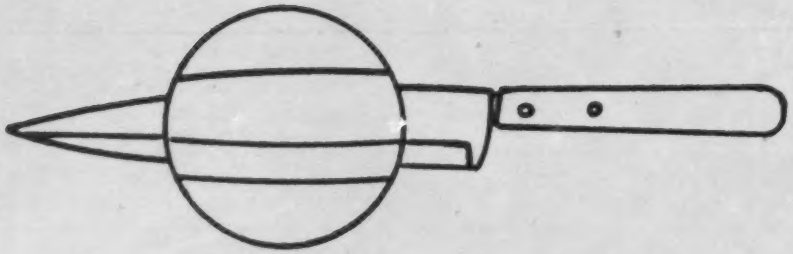
SHALLOW FRIED

DEEP FRIED

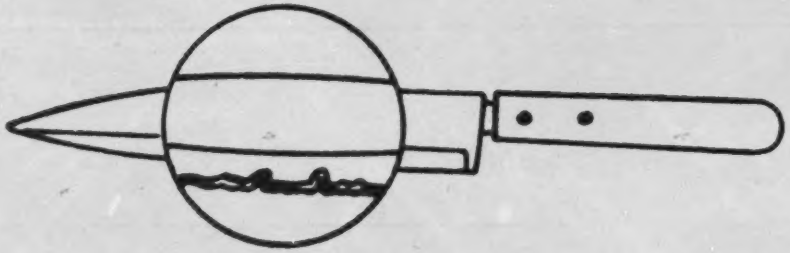
Frying Problems

PROBLEM	CAUSE	HOW TO CORRECT

KNIFE SAFETY



Sharp knife



Dull knife

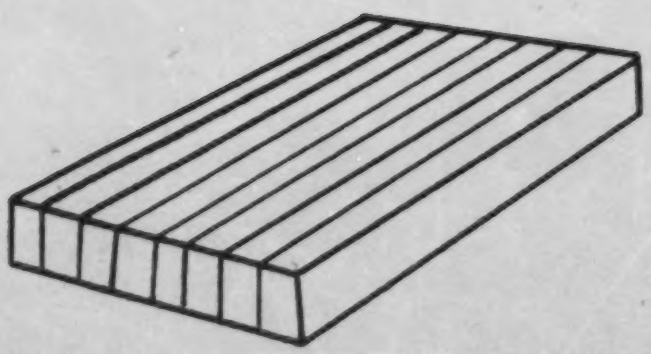
122

AV-14a-1

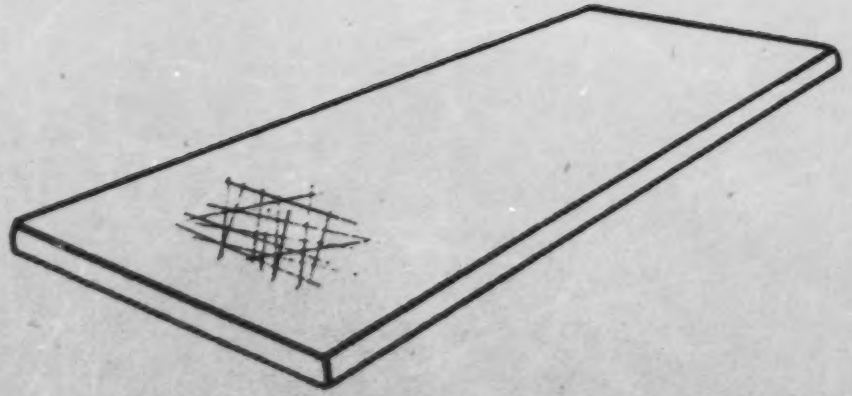
142

143

123



RIGHT

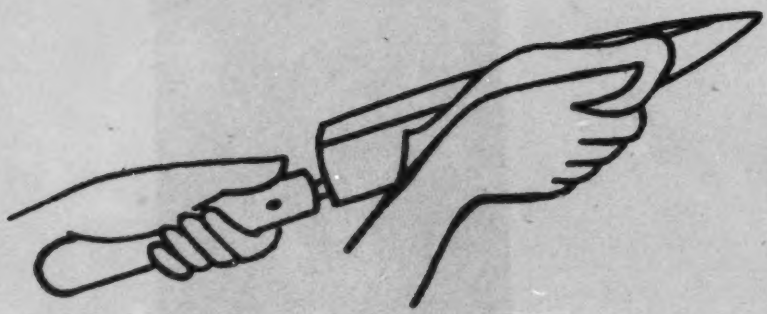


WRONG

AV-14a-2

144

145



Cleaning the Knife

NAME _____

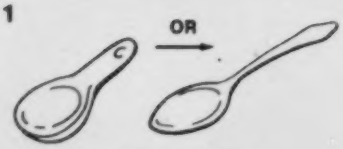
CONVERSIONS

	Double	Triple
4 eggs		
1/2 c. sugar		
1/8 t. nutmeg		
1/4 t. cinnamon		
2/3 c. flour		
3 lb. chips		
1/3 T. B.P.		
3/4 c. water		
1 1/4 c. milk		
6 Servings	_____ Servings	_____ Servings

HOW TO MAKE BASIC WHITE BREAD THE FLEISCHMANN'S YEAST *RAPIDMIX* WAY

YOU WILL NEED

1 OR

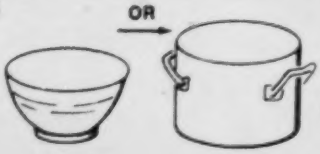


TABLESPOON

2 LIQUID & DRY

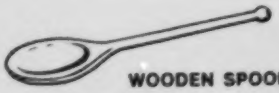
CUPS

3 OR



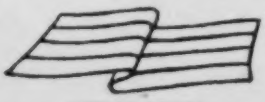
BOWL POT

4



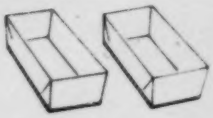
WOODEN SPOON

5



COTTON TOWEL

6



2 LOAF PANS (9 x 5 x 3)

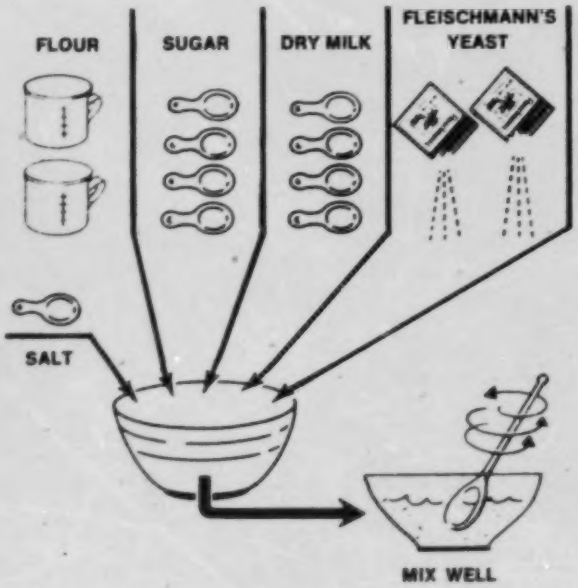
RAPIDMIX RECIPE

HERE'S HOW TO MAKE 2 LOAVES

1

MEASURE FLOUR

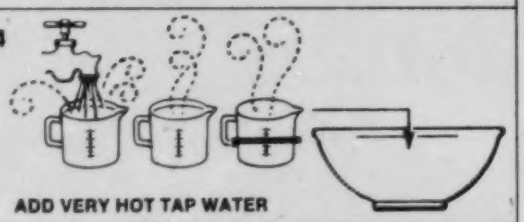
2



3

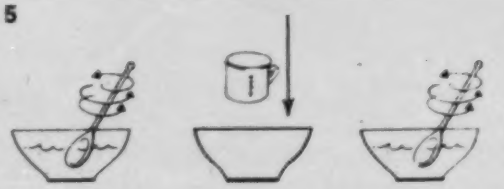
ADD SOFTENED MARGARINE (OR BUTTER OR LARD)

4



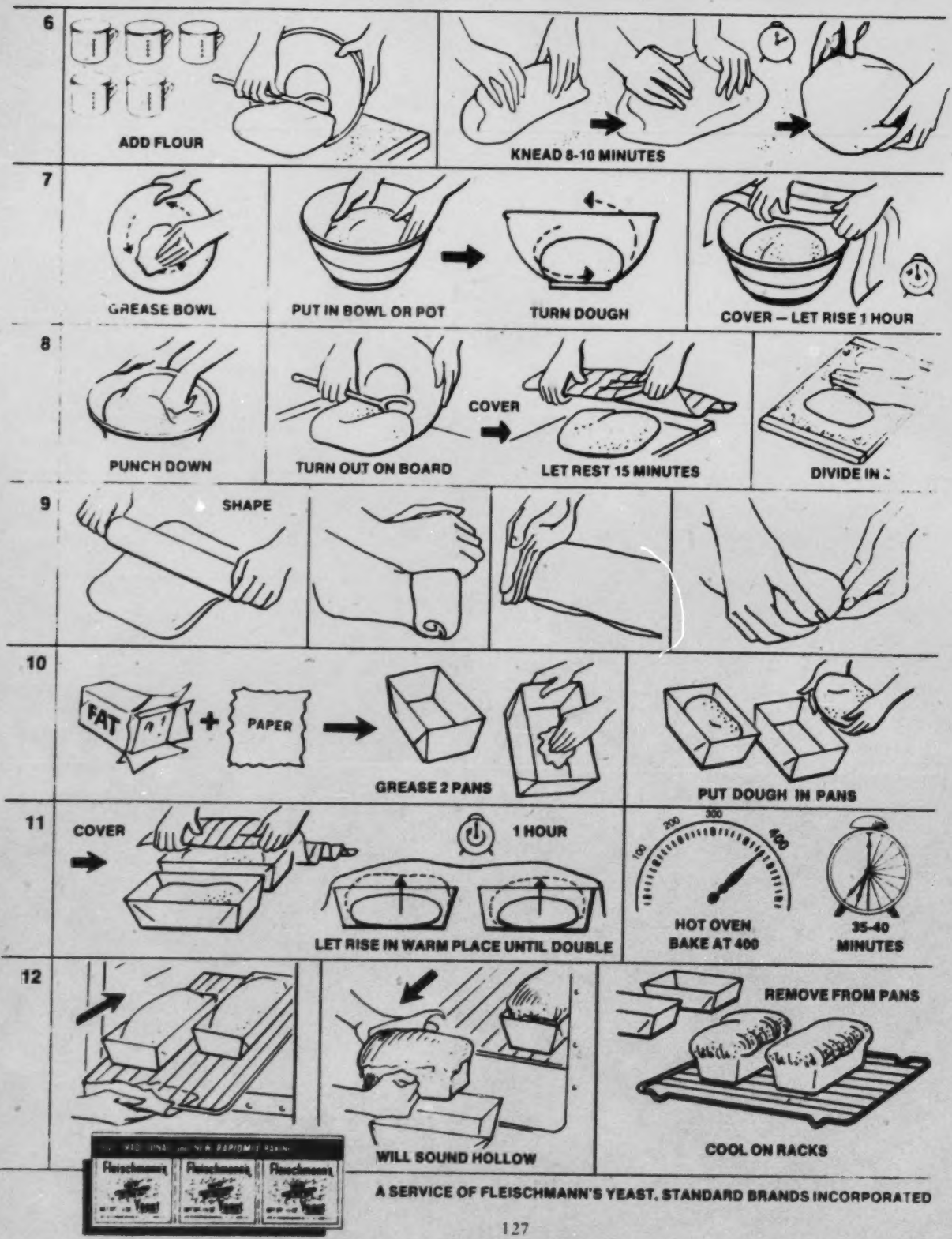
ADD VERY HOT TAP WATER

5



BEAT 2 MINUTES ADD FLOUR BEAT 2 MINUTES

AV–25a(1)



A SERVICE OF FLEISCHMANN'S YEAST, STANDARD BRANDS INCORPORATED

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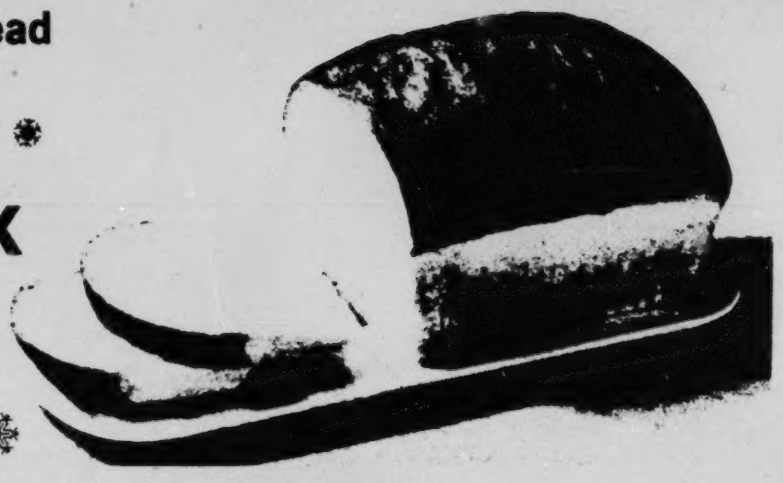
AV-25a(2)

CoolRISE® White Bread

New Rapidmix Way



INGREDIENTS FOR 2 LOAVES

CoolRISE White Bread

The Rapidmix Way

- 5½ to 6½ cups Robin Hood Flour* (Regular or Instant Blending)
- 2 packages Fleischmann's Active Dry Yeast
- 2 tablespoons sugar
- 1 tablespoon salt*
- ¼ cup (½ stick) soft margarine
- 2¼ cups very hot tap water
- Cooking oil

*If Robin Hood **Self-Rising** Flour is used omit salt.

TIPS TO MAKE YOUR BREAD THE BEST

MIX yeast thoroughly with 2 cups of flour and the other dry ingredients. With Rapidmix you no longer have to dissolve the yeast in water. Since there's no need to check temperature, you don't need a thermometer.

ADD tap water all at once. "Very hot" is as hot as the hand can withstand — not scalding.

BEAT first two additions of flour with electric mixer. This strengthens the dough and helps make high, light loaves.

KNEAD dough thoroughly for good texture and volume. To check, press your finger into the dough. When kneaded sufficiently, the dough will spring back.

COVER the dough to keep it moist while it rests on the board and rises in the refrigerator. Be sure the wax paper and plastic wrap over refrigerated loaves are not tucked under the pans. Coverings should be loose to allow dough to rise.

CORRECT PAN SIZE is important for high, well-shaped loaves. Measure inside dimensions at top of pans with a ruler. You can still make excellent bread with pans slightly larger than the size called for in the recipe — but for most attractive loaves use the suggested size.

REFRIGERATE loaves on a shelf which allows room for dough to rise. The space between shelves should be about 5 inches.

TEST for doneness by tapping the top crust with your finger. If the bread sounds hollow and the crust is a nice brown, the bread is baked.

COOL bread slightly before slicing. Use a serrated-edged knife with a gentle sawing motion for best results.

A service of Robin Hood Flour and Fleischmann's Yeast

CoolRise © 1974 International Multifoods

AV–25b(1)

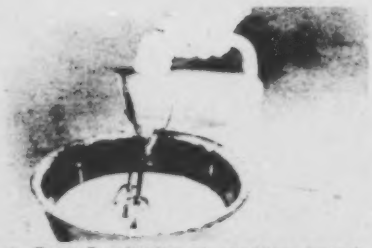
Y-10534 10 73 Printed in U.S.A.

Here's How to Make CoolRise White Bread

New Rapidmix Way

1. **Measure flour** the Robin Hood no-sift way. Spoon or pour into measuring cup. Level off and pour onto wax paper.

2. **Mix undissolved** yeast with 2 cups flour, sugar, and salt in large bowl. Add margarine, then very hot tap water.



3. **Beat 2 minutes** at medium speed. Add 1 cup flour. Beat at high speed until thick and elastic, 1 minute with table-model mixer, 2 minutes hand mixer.

4. **Stir** in remaining flour gradually—add enough to make soft dough which leaves sides of bowl. Turn out onto floured board.

5. **Knead** by shaping dough into ball. Fold in half toward you.

6. **Using heels** of hands, push dough away with rolling motion.

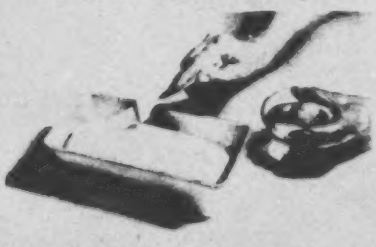
7. **Turn** one-quarter way around. Repeat kneading until smooth and springy about 5-10 minutes.

8. **Cover** with plastic wrap then towel. Let rest 20 minutes on board.

9. **Punch dough down.** Divide in half. Roll each half into an 8 x 12-inch rectangle of uniform thickness. Break any bubbles with rolling pin.

10. **Shape into loaves** beginning with upper 8-inch side, rolling towards you. Seal with thumbs.

11. **Seal final seam securely.** Seal ends by pressing with side of hand. Fold sealed ends under.



12. **Place seam-side down** in center of greased 8½ x 4½ x 2⅝-inch loaf pans. Brush lightly with oil. Cover loosely with oiled wax paper and plastic wrap.

13. **Refrigerate** 2 to 24 hours. Remove. Uncover. Let stand 10 minutes. Puncture any large bubbles carefully just before baking.

14. **Bake** at 400°F. for 30 to 40 minutes. Remove from pans immediately. Brush with margarine. Cool on racks.

When might I...

MAKE A
RECIPE CAKE

MAKE A
CAKE MIX

BUY A
READY-MADE CAKE

Cake Comparison Chart

FACTORS TO COMPARE

CAKE TYPES TO COMPARE

	RECIPE	CAKE MIX	READY-MADE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

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AV–36b

Mixing

TECHNIQUES

COMBINE/BLEND
AS BY STIRRING

BEAT/WHIP

FOLD IN

CREAM

FUNCTIONS

Recipes— Preparation

TYPE OF CAKE AND SOURCE

PREPARATION STEPS													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
TOTAL													
AVERAGE NO. STEPS													

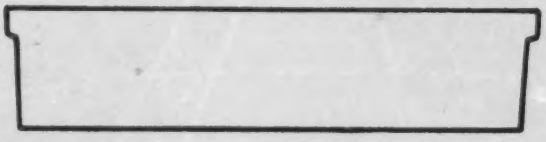
Recipes—Ingredients

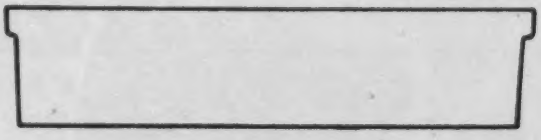
TYPE OF CAKE AND SOURCE

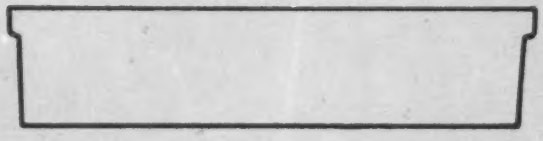
INGREDIENTS													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
TOTAL													
AVERAGE NO. INGREDIENTS													

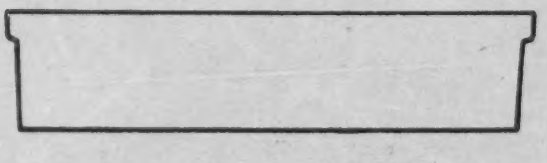
AV–37c

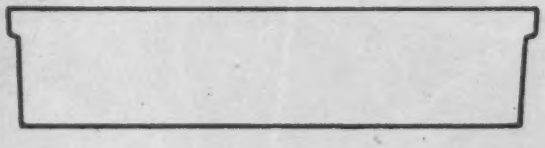
Baking Practices

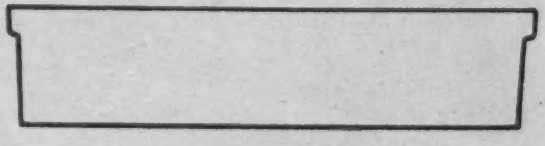


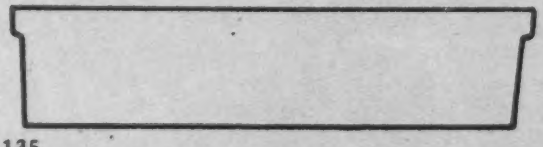












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AV–38a

Directions

Duncan Hines *Deluxe II WHITE CAKE*

Preheat oven to 350°. Generously grease (about 1/2 Tablespoon each pan) and then flour pans.

Mix In a large bowl combine mix, 1-1/3 cups of water and 2 egg whites; blend until moistened. Scrape bowl and beaters.

Beat 2 minutes at high speed, then 1 minute at medium speed. For best results use an electric mixer. If hand mixing, beat vigorously 600 strokes. Note: Deluxe II batter is made specially fluid to make a very moist cake.

Bake Bake at 350° until done. Cake is done if center springs back when touched lightly with finger.

When baking at high altitudes or using only 1/2 package, see side panel.

Baking Times

Two 8" x 1-1/2" round layers	about 25-30 minutes
Two 9" x 1-1/2" round layers	about 20-25 minutes
One 13" x 9" x 2" oblong	about 30-35 minutes
24 medium cup cakes	about 15-20 minutes

For Handling Ease Cool cake in pan, on cooling rack, at least 10 minutes but no longer than 20 minutes. Remove from pan and cool top side up on rack. Frost when fully cool (see side panel for frosting recipe).

Duncan Hines *Deluxe II YELLOW CAKE*

Preheat oven to 350°. Generously grease (about 1/2 Tablespoon each pan) and then flour pans.

Mix In a large bowl combine mix, 1-1/3 cups of water and 2 eggs; blend until moistened. Scrape bowl and beaters.

Beat 2 minutes at medium speed. If hand mixing, beat vigorously 300 strokes.

Bake Bake at 350° until done. Cake is done if center springs back when touched lightly with finger.

When baking at high altitudes or using only 1/2 package, see side panel.

Baking Times

Two 8" x 1-1/2" round layers	about 30-35 minutes
Two 9" x 1-1/2" round layers	about 25-30 minutes
One 13" x 9" x 2" oblong	about 35-40 minutes
24 medium cup cakes	about 15-20 minutes

For Handling Ease Cool cake in pan, on cooling rack, at least 10 minutes but no longer than 20 minutes. Remove from pan and cool top side up on rack. Frost when fully cool (see side panel for frosting recipe).

AV–38b

Ingredient Statement

Duncan Hines

WHITE
DELUXE II
Cake Mix

INGREDIENTS

Sugar and dextrose, enriched flour (bleached), vegetable shortening, wheat starch, leavening, nonfat dry milk, propylene glycol monoesters, iodized salt, artificial flavoring, vegetable gum, soy lecithin, ascorbic acid as a freshness preserver.

Made in U.S.A. by
PROCTER & GAMBLE
Cincinnati, Ohio 45202
Made under one or more: U.S. Patents
2,874,051; -052; -053;
3,037,864; 3,254,766; 3,622,345
Inner package U.S. Patent 3,098,801

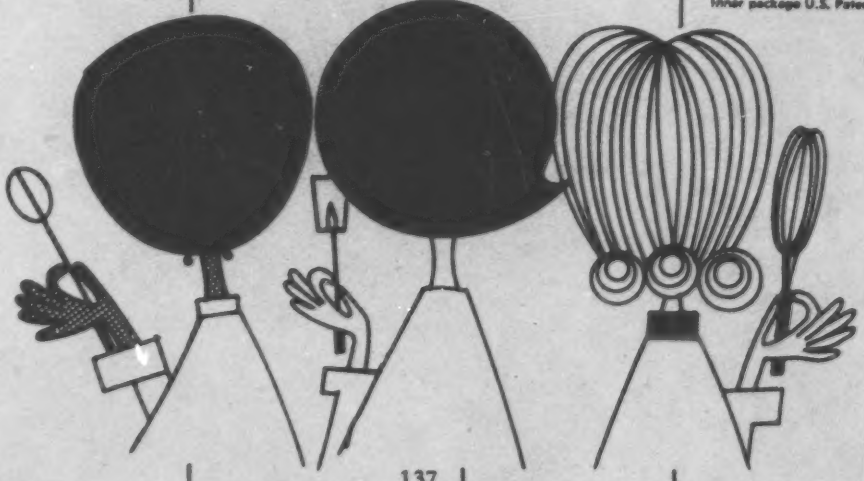
Duncan Hines

YELLOW
DELUXE II
Cake Mix

INGREDIENTS

Sugar and dextrose, enriched flour (bleached), vegetable shortening, leavening, propylene glycol monoesters, iodized salt, artificial flavoring and coloring, vegetable gum, modified food starch, ascorbic acid as a freshness preserver.

Made in U.S.A. by
PROCTER & GAMBLE
Cincinnati, Ohio 45202
Made under one or more: U.S. Patents
2,874,051; -052; -053;
3,037,864; 3,254,766; 3,622,345
Inner package U.S. Patent 3,098,801



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AV–38c

Resources to Make Cake Mixes

RESOURCES

BRANDS	#STEPS	#INGREDIENTS	#EQUIPMENT	COST	VARIETIES
1.					
2.					
3.					
4.					
5.					
6.					
TOTALS					
AVERAGES					

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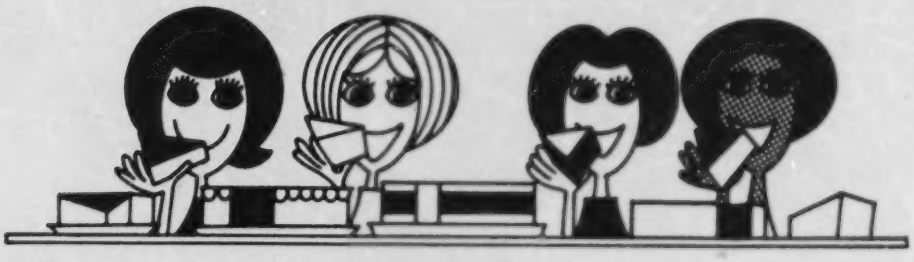
AV–39a

Ready-Made Cakes Available



Ready-Made Cakes I've Eaten

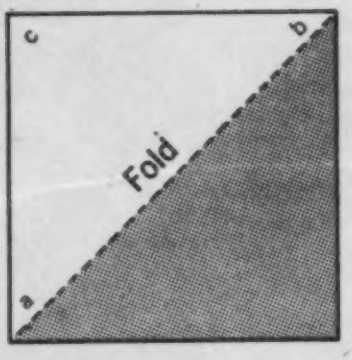
Summary

1.

2.

3.

Frosting Bag



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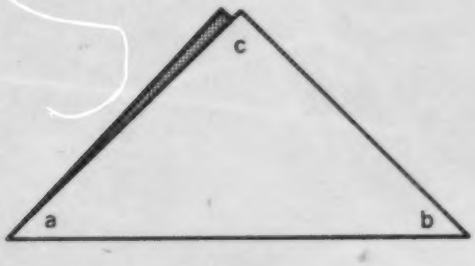

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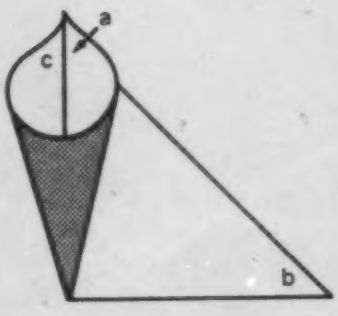


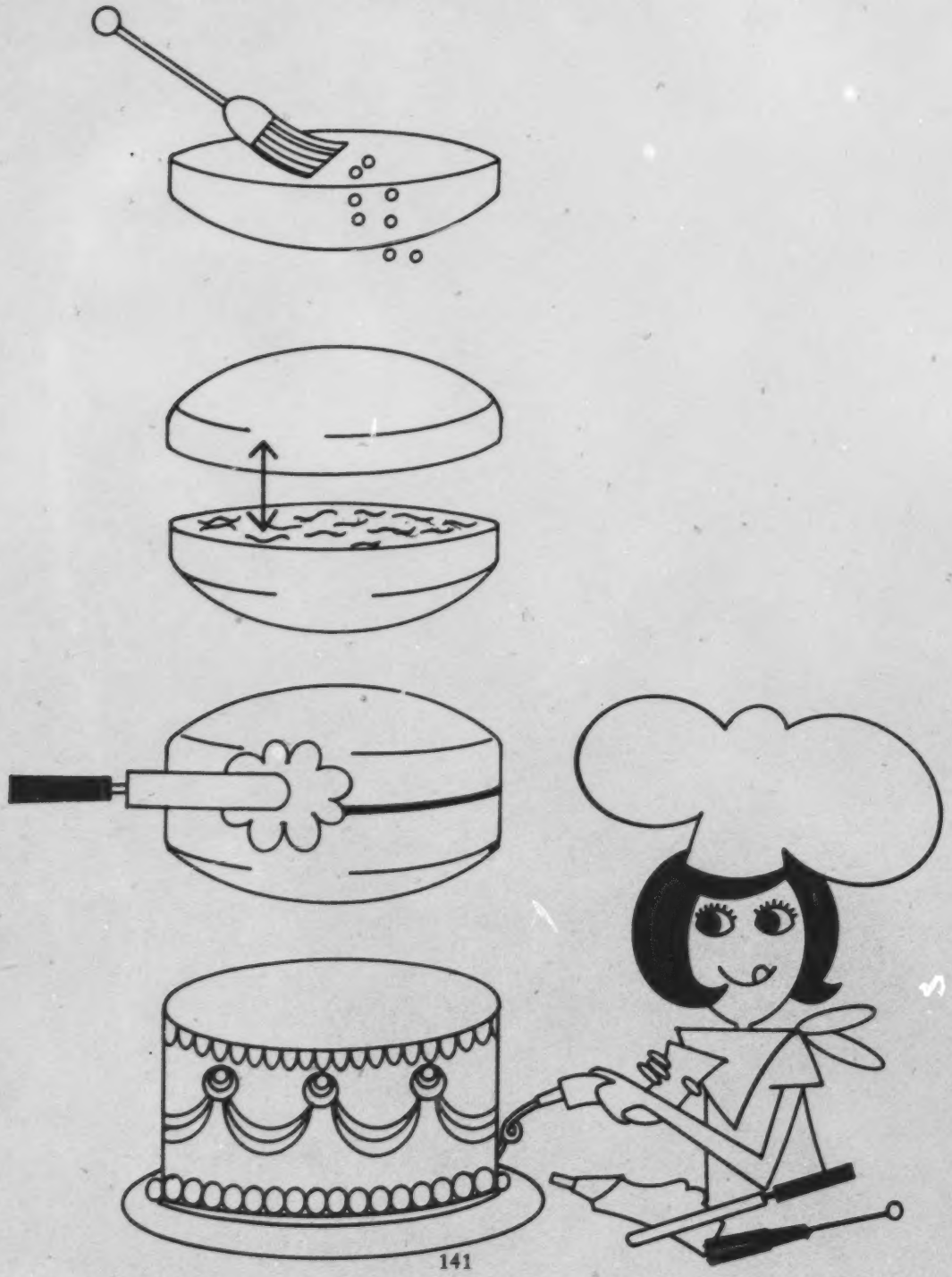
3.

4.

5.

Pattern for Cone Tips

Frosting a Cake



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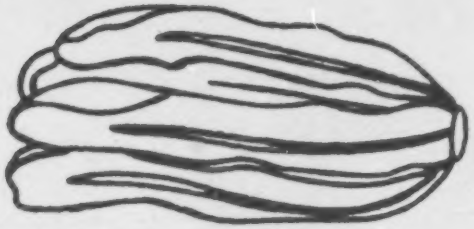
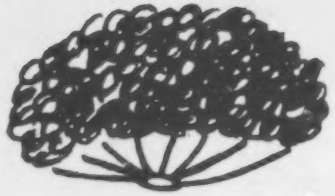
AV–40b

GREENS





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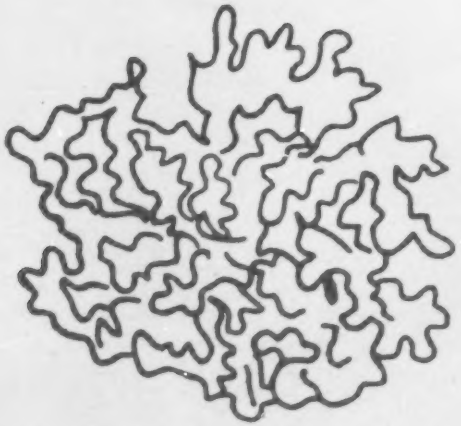

AV—45a-1

HEAD LETTUCE

143

CURLY ENDIVE

ROMAINE

LEAF LETTUCE

ESCAROLE

AV—45a-2

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SALAD PREPARATION

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AV–45b-1

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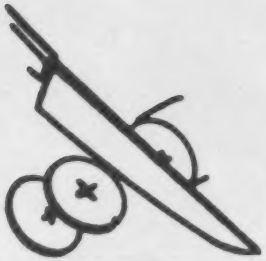


SLICE

145

PEEL

TOSS

CHOP

AV–45b-2

170

CUBE

SHRED
or
GRATE

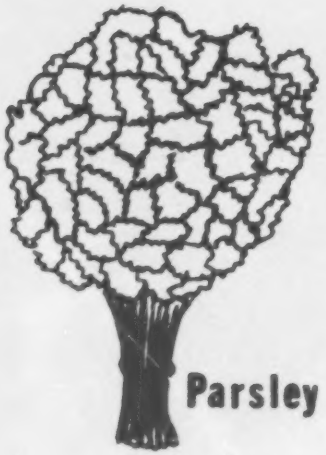
171

GARNISHES

Carrot Curls

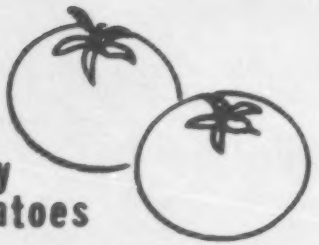
Radish Flowers

Onion - Pepper Rings



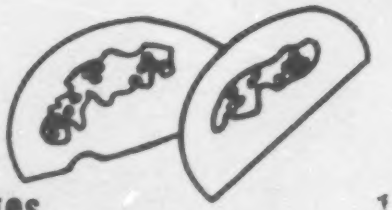
Parsley

Pickle Fans



Cherry Tomatoes

Cucumber Slices



Tomato Wedges

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AV-456

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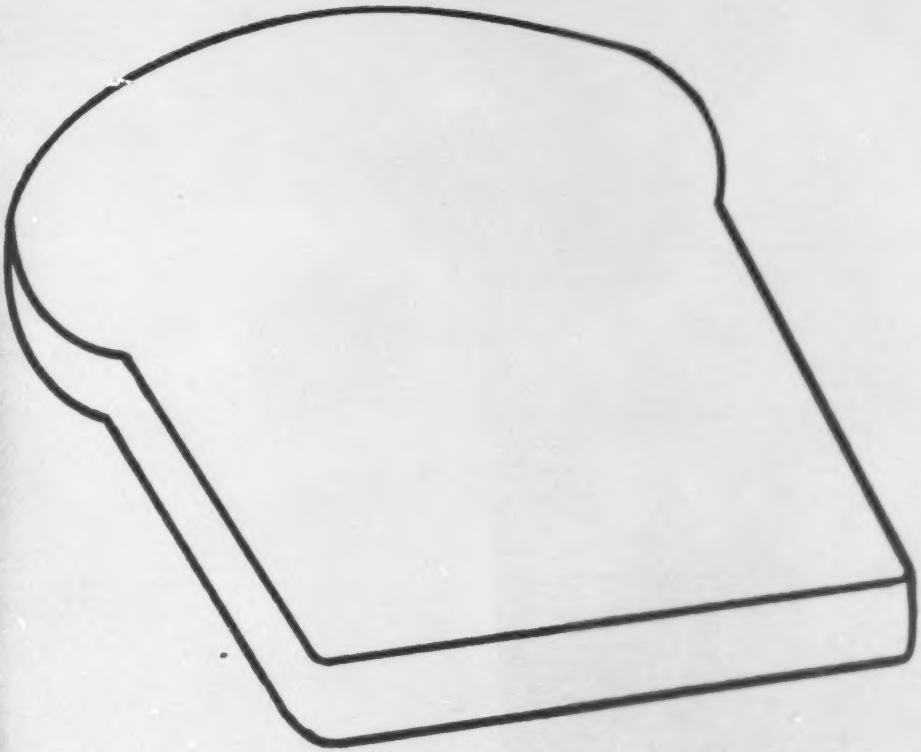
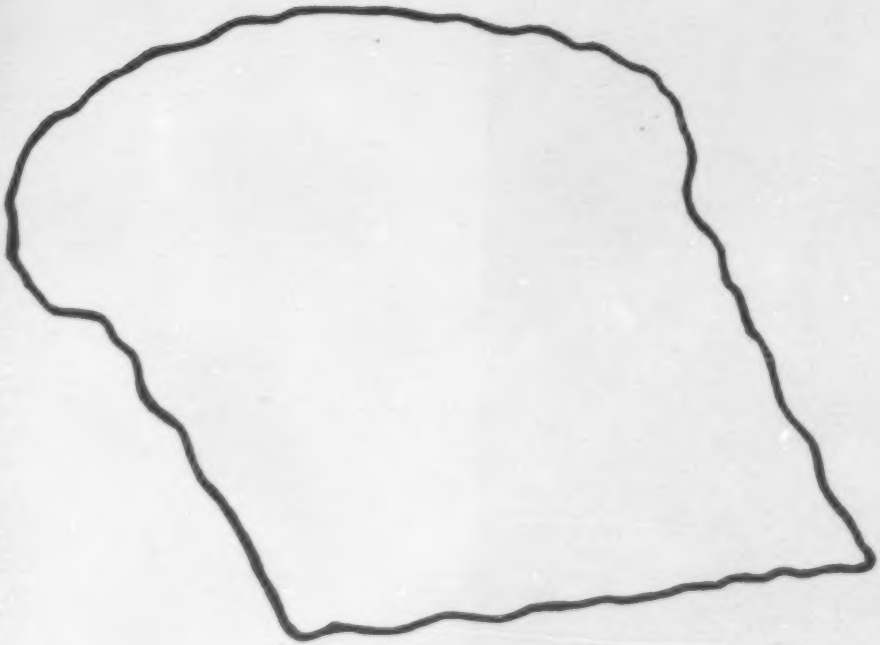
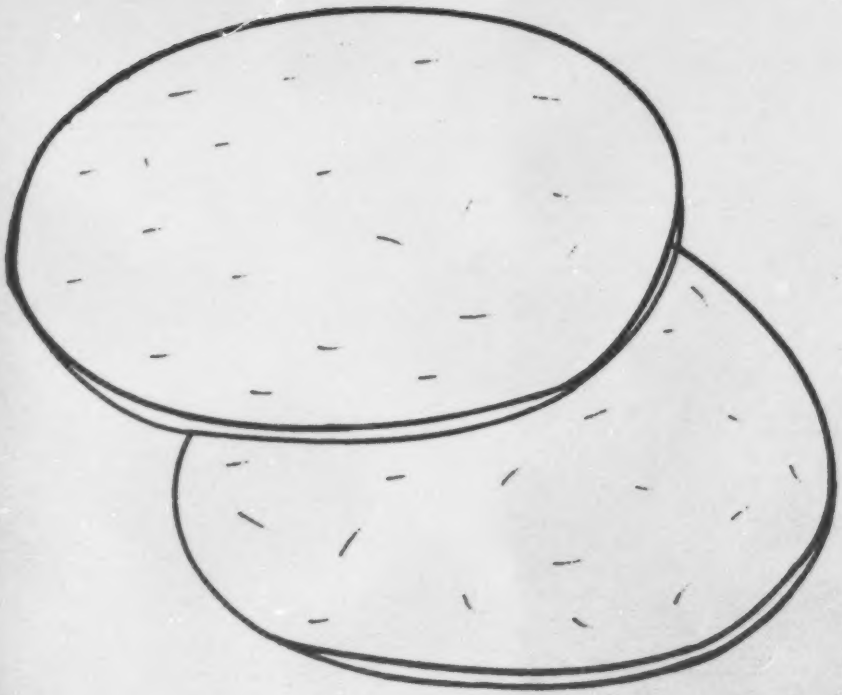
BUILDING A SANDWICH



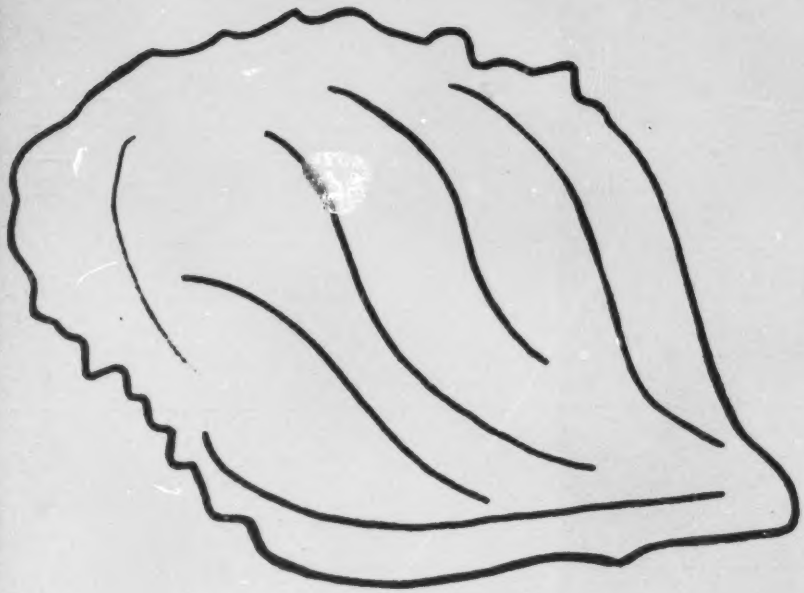
BREAD



SPREAD

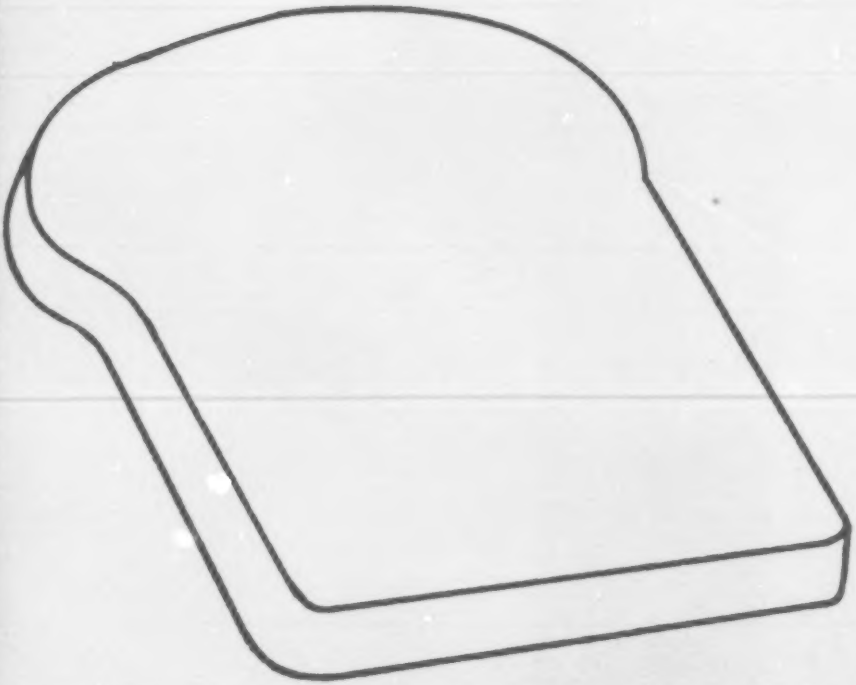


FILLING

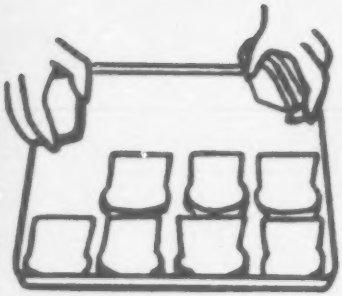


LETTUCE

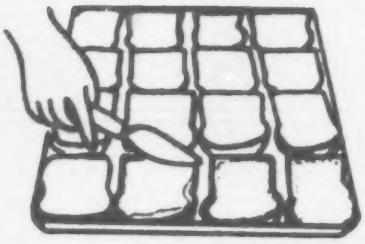
BREAD



MAKING SANDWICHES



WORKER 1



WORKER 2

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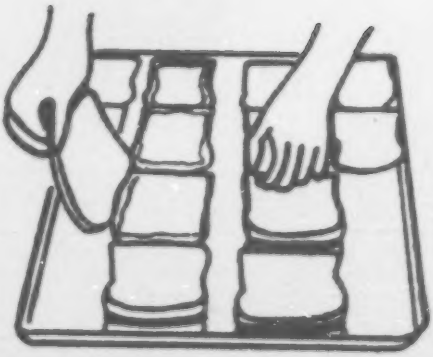
WORKER 3

AV–47b-3



WORKER 4

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COFFEEMAKER

(Westbend Automatic Coffeemaker)

(1) Put filter paper into filter unit.

(2) Add 1 Tbl. coffee for each cup to be made.

(3) Put white cap on filter unit.

(4) Fill glass coffeepot with water to correct line.

(5) Pour water into top of machine. Use COLD water.

(6) Put filter unit on top of glass pot.

* (7) Turn machine on.

* Machine must be turned on LAST because HOT WATER comes through very, very quickly.

CINNAMON TOAST

4 slices bread

butter

3 Tbl. sugar

2 tsp. cinnamon

(1) Turn on broiler.

(2) Be sure rack is 2" below heat.

(3) Measure cinnamon and sugar into a cup and mix.

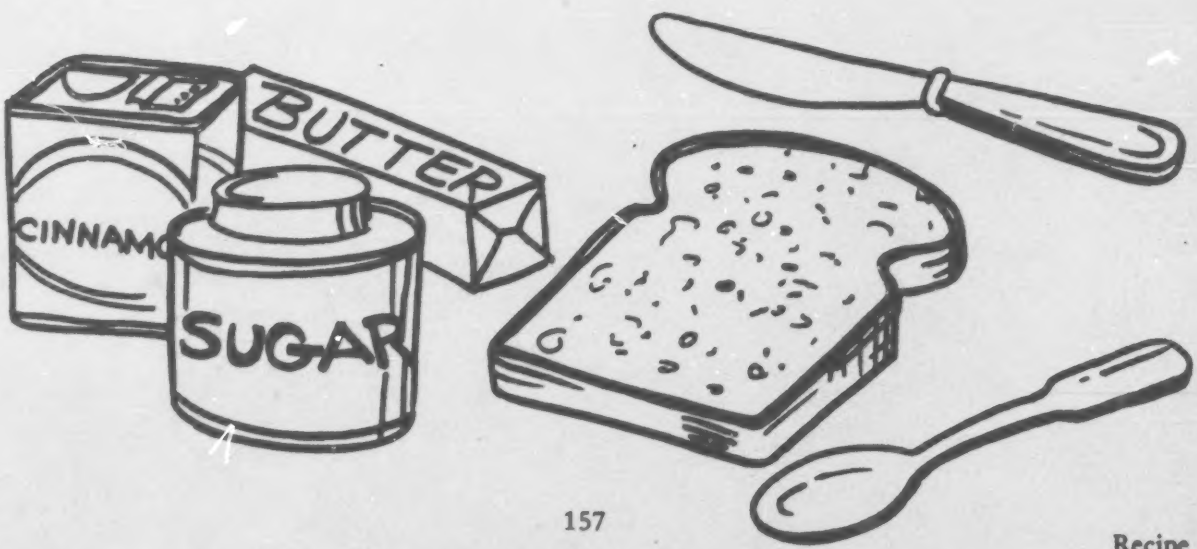
(4) Put 4 slices bread on cookie sheet and place in broiler.

(5) Brown one side of bread and turn.

(6) After both sides are browned, butter the bread.

(7) Sprinkle each slice with the cinnamon-sugar mixture.

(8) If toast gets cold, put in a warm oven (350°) for 3 minutes.



MILKSHAKES

(CHOCOLATE)

¾ c. cold milk

2 tablespoons chocolate syrup

1 c. vanilla ice cream (or 2 scoops)

Put milk and syrup into blender and blend on WHIP.

Stop and add ice cream (Spoon into blender).

Blend on WHIP about 5 seconds.

Makes 1 drink

(CHOCOLATE MALTED)

NO chocolate syrup

3 heaping teaspoons of chocolate malted instead

(VANILLA)

2 teaspoons vanilla extract instead of chocolate syrup

(STRAWBERRY)

3 heaping teaspoons of strawberry flavoring instead of chocolate syrup

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EGGNOG

Utensils:

mixing bowl

glass measuring cup

measuring spoons

hand mixer

knife

Ingredients:

2 eggs
4 Tbl. sugar
4 c. milk
¼ tsp. salt
¼ tsp. vanilla
dash of nutmeg

(1) Break eggs into bowl.

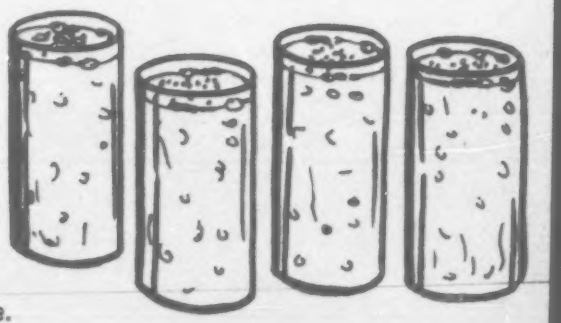
(2) Beat with mixer until fluffy.

(3) Add sugar, milk, salt, and vanilla.

(4) Beat mixture again.

(5) Pour into glasses.

(6) Sprinkle nutmeg on each eggnog and serve.



4 servings

ORANGEADE

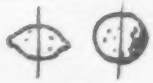
2 oranges

1 lemon

½ cup sugar

3 cups cold water

ice cubes

(1) Cut oranges and lemon in half. 

(2) Squeeze oranges and lemon into measuring cup.

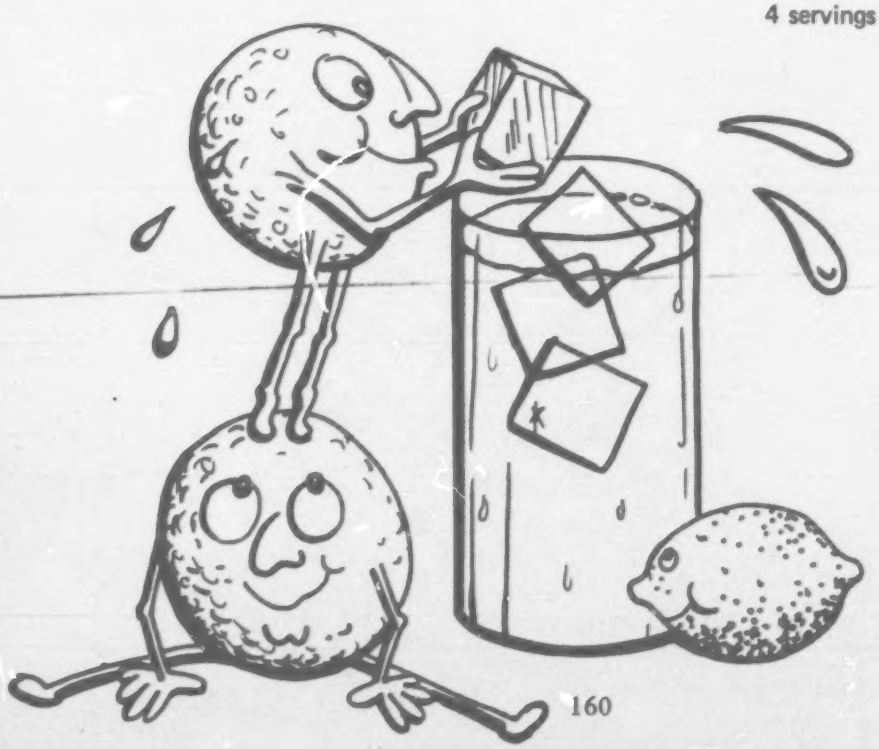
(3) Strain into a pitcher.

(4) Pour cold water into pitcher.

(5) Add sugar. Stir well.

(6) Add ice cubes and serve.

4 servings



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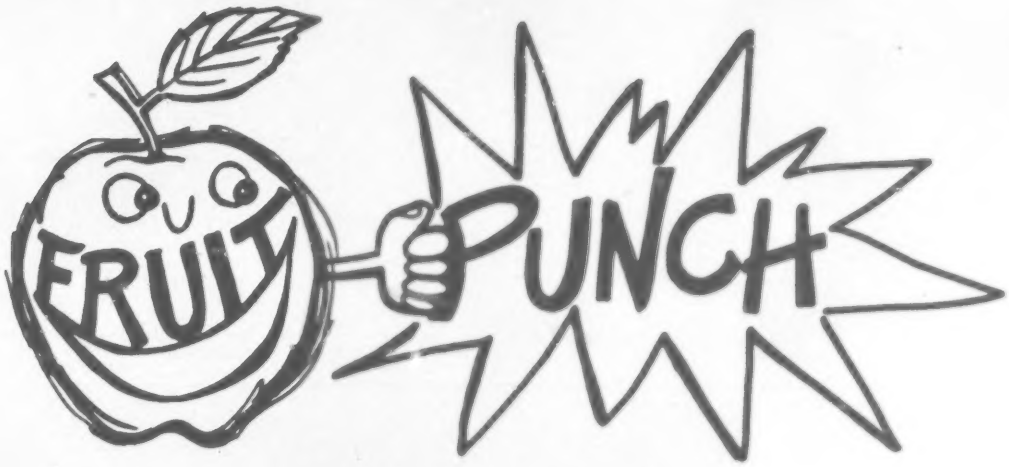


1 bottle ginger ale

1 large can punch

1 qt. ice cream or sherbet

(1) Mix ginger ale and punch in a bowl.

(2) Add ice cream in scoops.

BREAKFAST COCOA

1/3 cup dry cocoa

1/3 cup sugar

dash of salt

½ cup water

3½ cups milk

½ teaspoon vanilla

(1) Mix cocoa, sugar and salt; add water.

(2) Bring to boiling; keep stirring.

(3) Boil 1 minute.

(4) Stir in milk.

(5) Heat just to boiling; add vanilla.

4 servings

HOT CHOCOLATE

2 1-ounce squares unsweetened chocolate

¼ cup sugar

dash of salt

1 cup of water

4 cups milk

(1) Mix chocolate, sugar, salt, and water in pan.

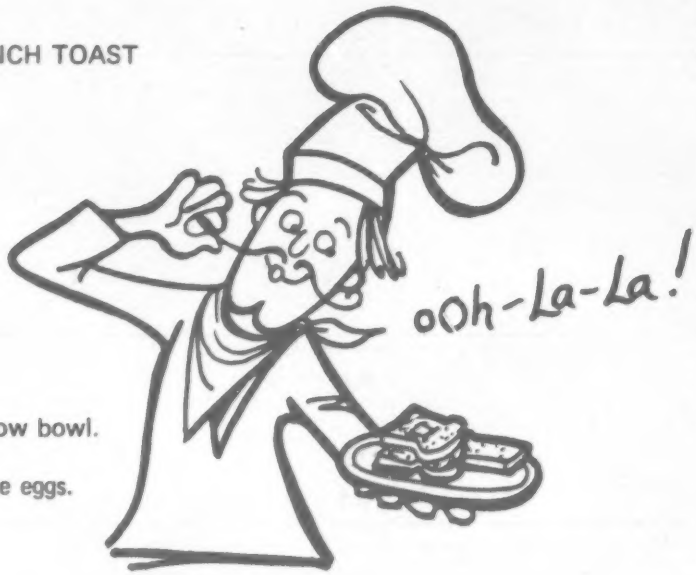
(2) Stir over low heat until chocolate melts.

(3) Gradually pour in milk. Keep stirring.

(4) Heat slowly just to boiling.

5 servings

FRENCH TOAST



4 slices of bread

2 eggs

½ cup of milk

¼ tsp. salt

1 Tbl. shortening

(1) Break the eggs into a shallow bowl.

(2) Add the milk and salt to the eggs.

(3) Beat well with a fork.

(4) Put the frying pan on the stove over a LOW heat.

(5) As soon as pan is hot, add the shortening. Butter or cooking oil may be used instead of shortening.

(6) Melt the shortening. Be sure to cover the whole bottom of the frying pan.

(7) Be careful not to burn the shortening, because it will smoke.

(8) Dip 1 slice of bread at a time into the egg mixture.

(9) Use the turner to put the bread into the frying pan.

(10) When one side of the bread is brown, turn the bread over with the turner and brown the other side.

(11) Place bread on a baking sheet in a warm oven (350°) until all of the french toast is ready to be served.

(12) You may serve the french toast with butter, powdered sugar, syrup, or jelly.

DIETER'S DELIGHT

CHOCOLATE MOUSSE

3 egg yolks

2 squares (2 ounces) bitter chocolate

3 tablespoons hot water

1 tablespoon liquid sweetener

1 teaspoon vanilla flavoring

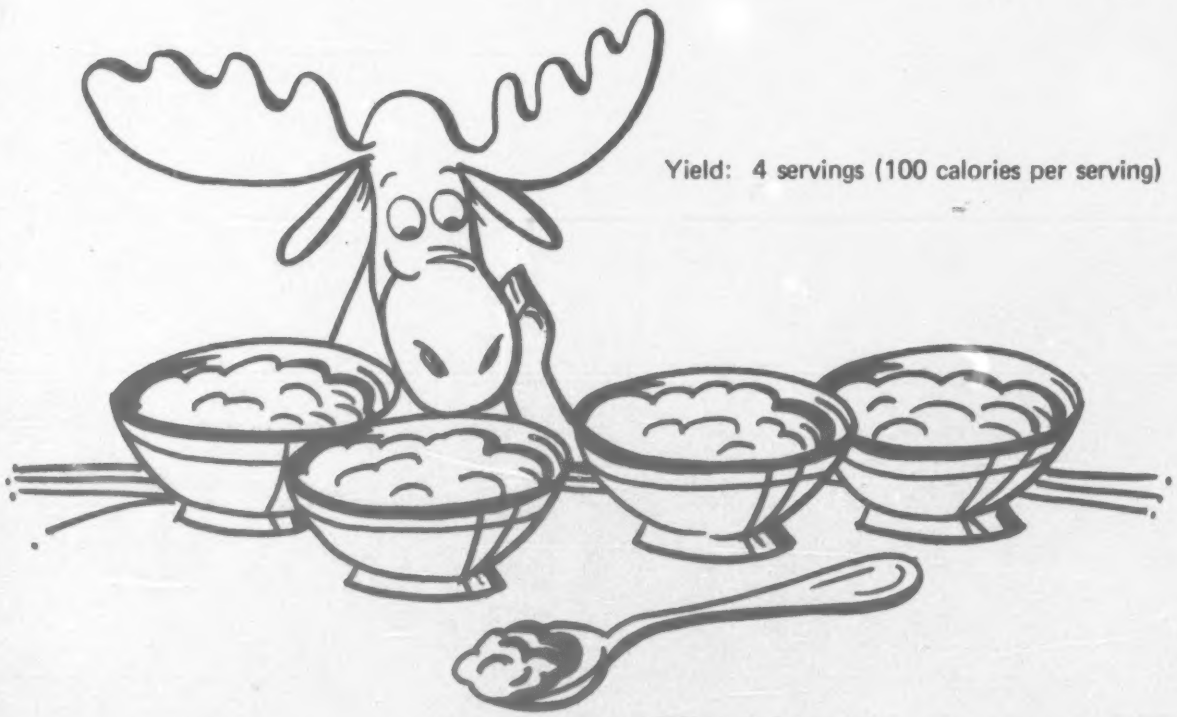
3 egg whites, stiffly beaten

(1) Put chocolate, cut into small pieces, with water and vanilla into container. Cover.

(2) Press fastest speed button for 40 seconds.

(3) Remove cover, pour in egg yolks and continue to blend for another 20 seconds.

(4) Fold chocolate mixture into stiffly beaten egg whites. Spoon into dishes. Chill.



Yield: 4 servings (100 calories per serving)

PANCAKES

2 c. sifted flour

3 t. B.P.

1 t. salt

2 c. milk

2 eggs

4 T. oil

(1) Mix flour, B.P. and salt in bowl.

(2) Beat eggs and milk together and add oil.

(3) Blend liquid and dry ingredients together.

(4) Coat pan lightly with oil.

(5) Pour batter onto hot pan.

(6) Turn pancakes when top is covered with bubbles and edges begin to brown.

(7) Turn. Be sure to check often and remove when medium-brown.

Makes about 16 pancakes

FRENCH FRIED ONION RINGS

3 – 4 large onions

1 egg yolk, slightly beaten

½ c. milk

½ c. flour

½ t. salt

1 T. oil

Shortening for frying

(1) Clean onions and cut into slices.

(2) Separate into rings.

(3) Mix egg yolk and milk. Add flour, salt and oil.

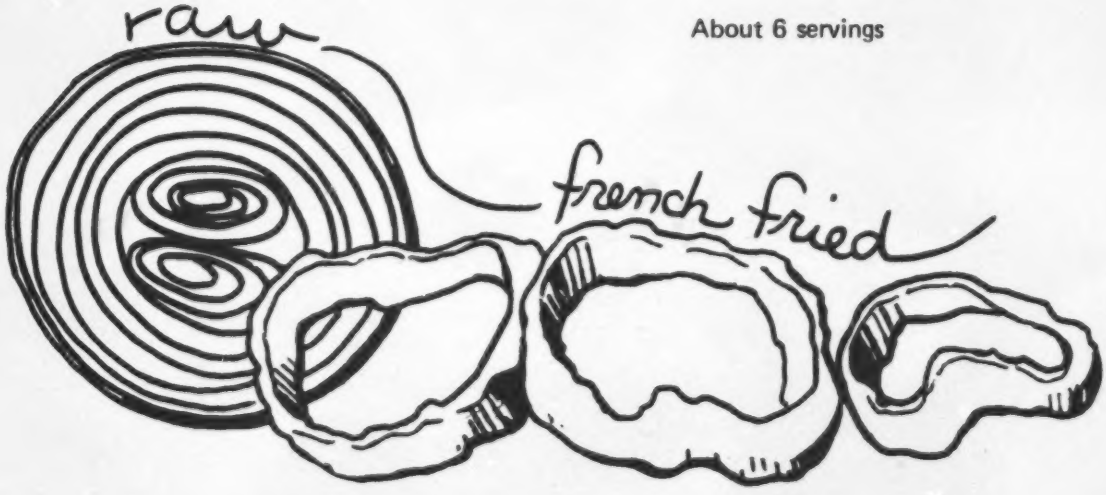
(4) Dip onion rings into batter.

(5) Fry in ¾-inch shortening heated to 375°.

(6) Cook until brown.

(7) Drain on paper towel.

About 6 servings



FRENCH FRIED POTATOES

4 medium potatoes

Shortening

Salt

(1) Pare potatoes and cut into strips.

(2) Rinse or soak in COLD water.

(3) Dry potatoes on paper towels.

(4) Deep-fry half of the potatoes at a time in shortening heated to 375°.

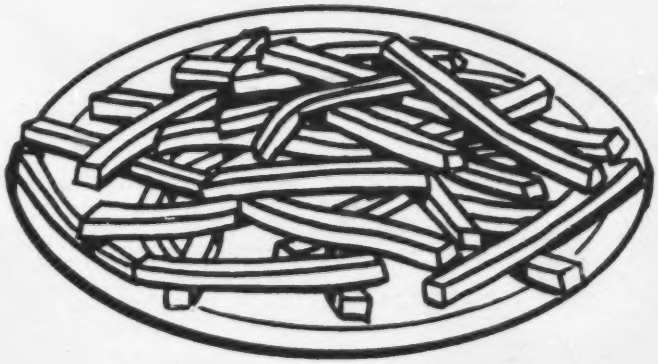
(5) Cook until brown (7–9 minutes).

(6) Drain on paper towels.

(7) Keep hot in oven at 300°.

(8) Salt and serve.

Yield: 4 servings



APPLESAUCE

4 apples

½ c. water

¼ c. sugar

¼ t. cinnamon

(1) Wash apples, peel and core.

(2) Cut the apples into chunks.

(3) Put the apples into water in a saucepan.

(4) Cover and cook over medium heat.

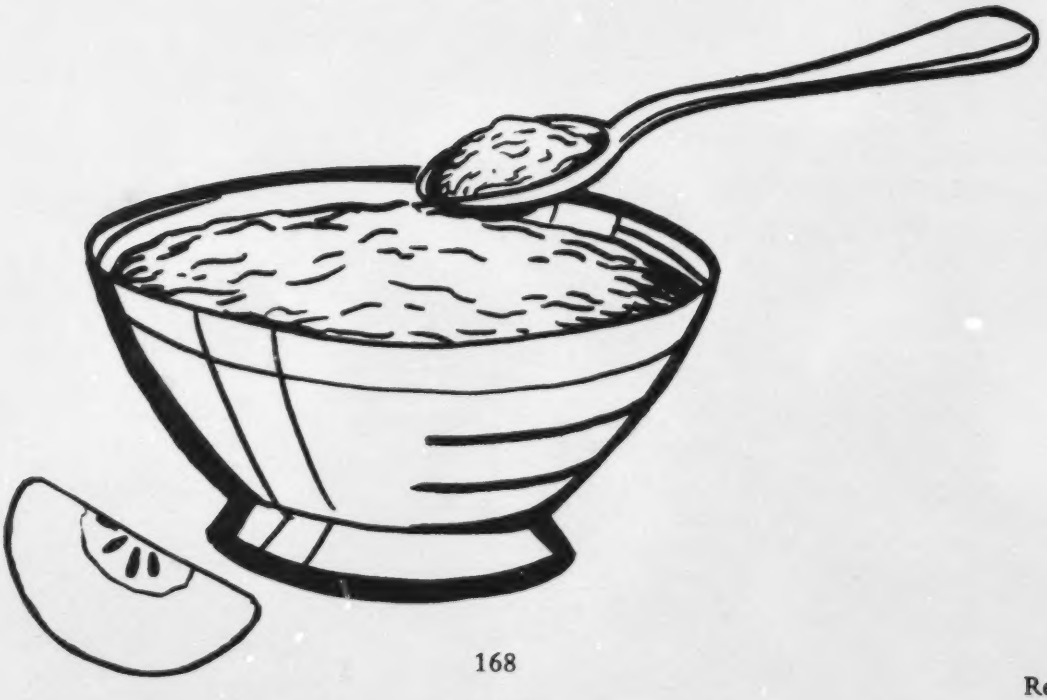
(5) Cook apples until soft (check with a fork).

(6) Put the strainer over a mixing bowl and mash apples through.

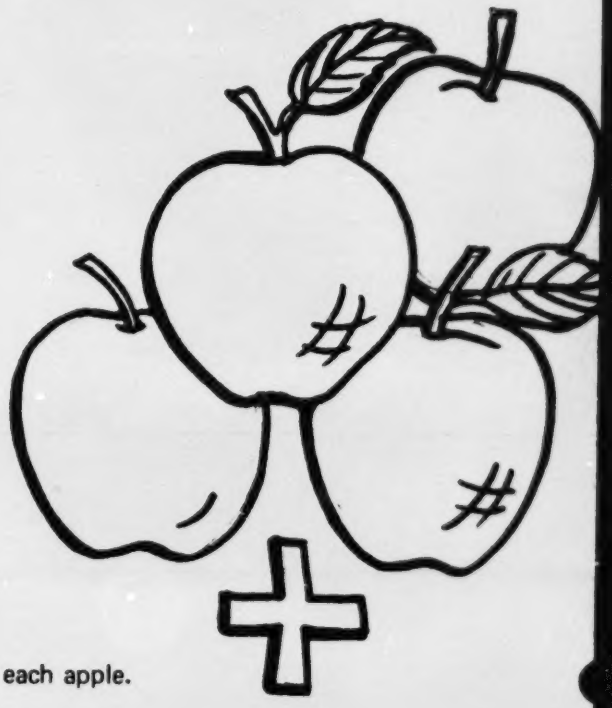
(7) Add sugar and cinnamon.

(8) Serve hot or cold.

Yield: 4 servings



BAKED APPLES



4 apples

¼ c. brown sugar

¼ t. cinnamon

2 tsp. butter

½ c. water

(1) Preheat oven to 375°.

(2) Wash and core apples.

(3) Peel top edge of apples.

(4) Put apples in baking dish.

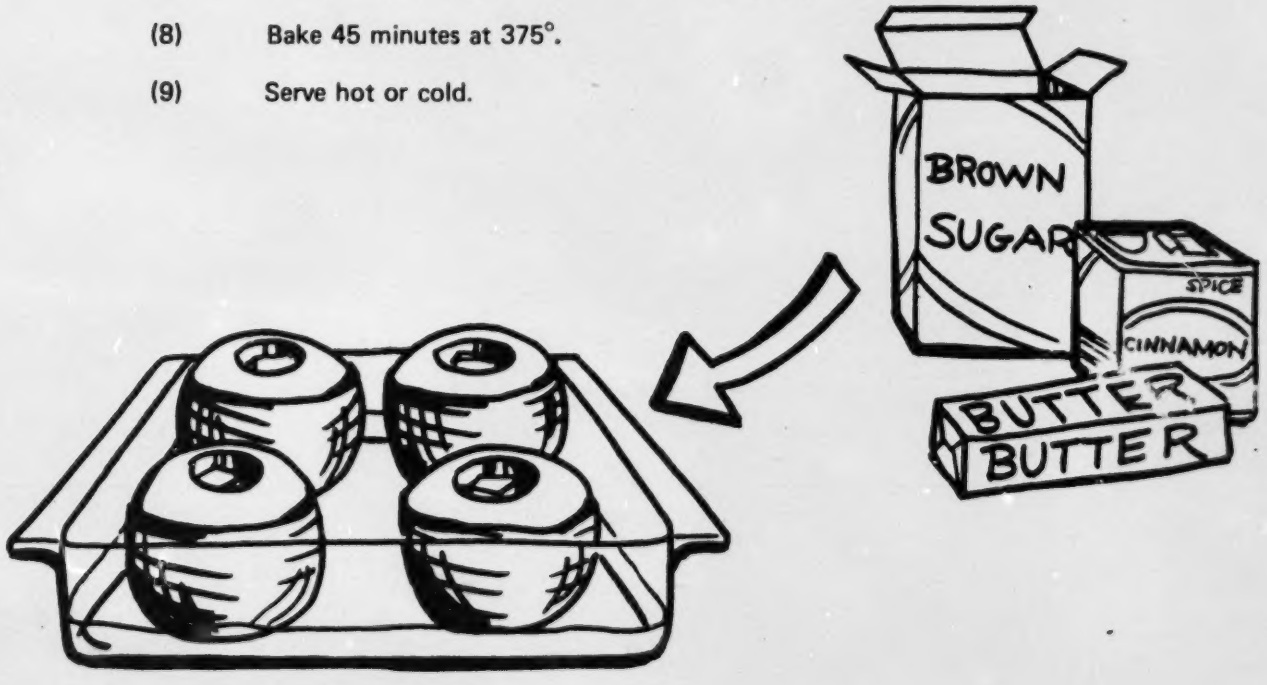
(5) Mix sugar and cinnamon together.

(6) Put some sugar mixture in the hole of each apple.

(7) Put butter in each top. Pour water around apples.

(8) Bake 45 minutes at 375°.

(9) Serve hot or cold.



OATMEAL-RAISIN COOKIES

1 c. flour

½ tsp. B.S.

½ tsp. cinnamon

¾ c. shortening

1 c. brown sugar

½ c. sugar

1 egg

1 c. raisins

3 c. quick-cooking rolled oats

¼ c. water

1 T. vanilla

(1) Set oven at 350°

(2) Grease cookie sheets.

(3) Sift flour, B.S., cinnamon, and salt into a bowl.

(4) Add the shortening, sugar, egg, water, and vanilla.

(5) Beat well.

(6) Stir in raisins and oats.

(7) Drop by teaspoon onto cookie sheets. Space 1" apart.

(8) Bake 12 – 15 minutes.

(9) Let cool 5 minutes on pan. Remove to cooking rack.

Yield: 4–5 dozen

CHOCOLATE PEANUT CLUSTERS

1 package chocolate pudding (small size, NOT "instant")

1 cup sugar

½ cup evaporated milk

1 tablespoon margarine

1 cup cocktail peanuts

Combine pudding, sugar, milk and margarine in a saucepan. Cook over medium-high heat, stirring constantly, until mixture comes to a full boil. Lower heat and boil slowly for 3 minutes, stirring constantly.

Remove from heat and quickly stir in peanuts. Beat until candy thickens (about 15 minutes). Quickly drop from teaspoon onto waxed paper, forming clusters. Cool.

Yield: 24 clusters

OATMEAL

Servings	1	2	6
Water	¾ C.	1½ C.	4 C.
Salt	¼ t.	½ t.	1 t.
Oats	1/3 C.	2/3 C.	2 C.

(1) Stir oats into briskly boiling salted water.

(2) Cook 1 minute, stirring occasionally.

(3) Cover pan. Remove from heat. Let stand about 2 minutes.

(4) FOR CREAMIER TEXTURE:

Put oats and salt into cold water.

Bring to a boil and cook as above.

To clean up after cooking oatmeal, put pot under cool water – NOT HOT WATER – right away.

CREAM OF WHEAT

Servings	Water or milk		Salt	Cereal
1	1C.	1 1/3 C.	1/8 t.	2½ T.
2	1¾ C.	2 C.	¼ t.	1/3 C.
4	3½ C.	3¾ C.	½ t.	2/3 C.
Infant *	1/3 C.			1¼ T.

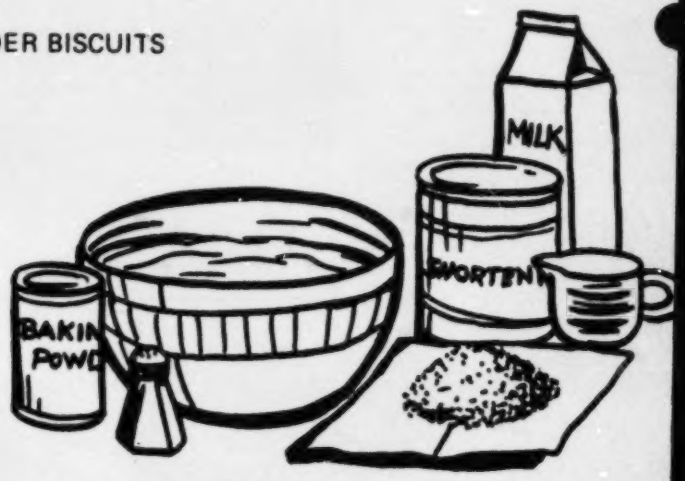
* After cooking, mix with milk or formula.

(1) Bring milk or water and salt to a boil.

(2) Slowly sprinkle in cereal, stirring constantly.

(3) Return to boil, lower heat, and cook 5 minutes, stirring frequently.

BAKING–POWDER BISCUITS



1 c. sifted flour

2 t. B.P.

¼ t. salt

2 T. shortening

1/3 c. milk

(1) Set oven to 450°.

(2) Sift flour in a piece of foil.

(3) Sift 1 c. flour with B.P. and salt into a bowl.

(4) Add the shortening to the flour mixture.

(5) Cut in the shortening until there are no lumps.

(6) Add the milk and stir until mixture forms a ball.

(7) Flour the dough until it is smooth.

(8) Roll the dough until it is about ¾" thick.

(9) Cut out biscuits and place on an ungreased baking sheet.

(10) Bake about 15 minutes at 450°.

Makes 8 biscuits

MUFFINS

1 c. sifted flour

1½ t. B.P.

2 T. sugar

¼ t. salt

1/3 c. milk

1 egg, beaten

1 T. melted shortening

(1) Set oven to 400°.

(2) Mix sifted dry ingredients.

(3) Add the milk and shortening to the beaten egg.

(4) Pour the egg mixture into the flour mixture.

(5) Stir only until the flour is wet. The batter should have lumps. Do not try to make it smooth.

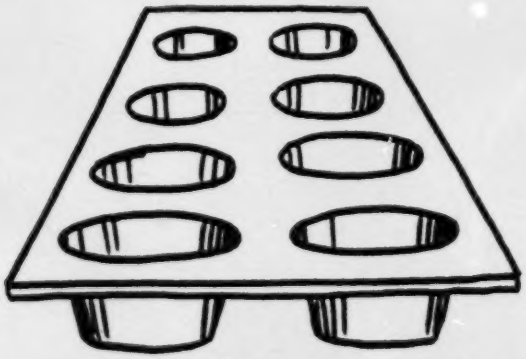
(6) Grease the muffin pan.

(7) Fill each cup ½ full with batter.

(8) Fill any empty cups with a little water.

(9) Bake at 400° for 20-25 minutes.

(10) Put a **clean** toothpick in center of muffin. If the toothpick comes out clean and dry, the muffins are done.



Makes 8 muffins

BUTTERSCOTCH BISCUITS

Make the same recipe for biscuits as given.

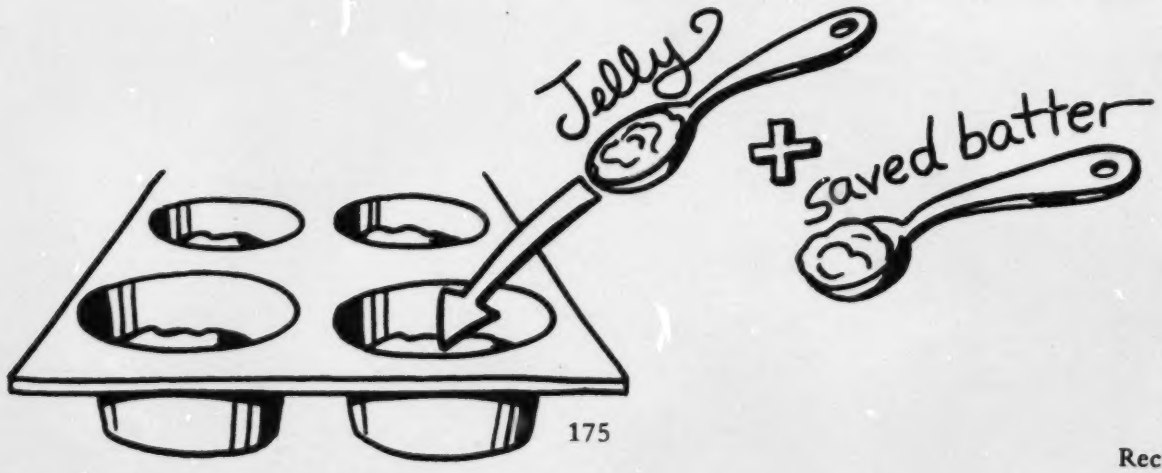
Put a pat of butter and ¼ t. brown sugar under each biscuit on baking sheet.

When the biscuits are done turn them upside down so that the butterscotch mixture is on top.

JELLY MUFFINS

Put the basic muffin recipe in the muffin cups but save a little batter.

Put 1 tsp. of jelly on each muffin. Cover the jelly with the batter you saved.



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Recipe
Lesson 2

DEVILED EGGS

5 eggs, hard-boiled

2 t. mayonnaise

salt

paprika

(1) Shell the hard-boiled eggs and cut in half the long way, or lengthwise.

(2) Take out yolks and put in a bowl.

(3) Add mayonnaise and salt and mash together with a fork.

(4) With a spoon put yolk mixture back into egg whites.

(5) Sprinkle with paprika.

PEANUT BUTTER COOKIES

1 package yellow cake mix

1/3 c. light brown sugar

1¾ cups (12 oz. jar) peanut butter

½ c. oil

¼ c. water

1 egg

(1) Preheat oven to 375°.

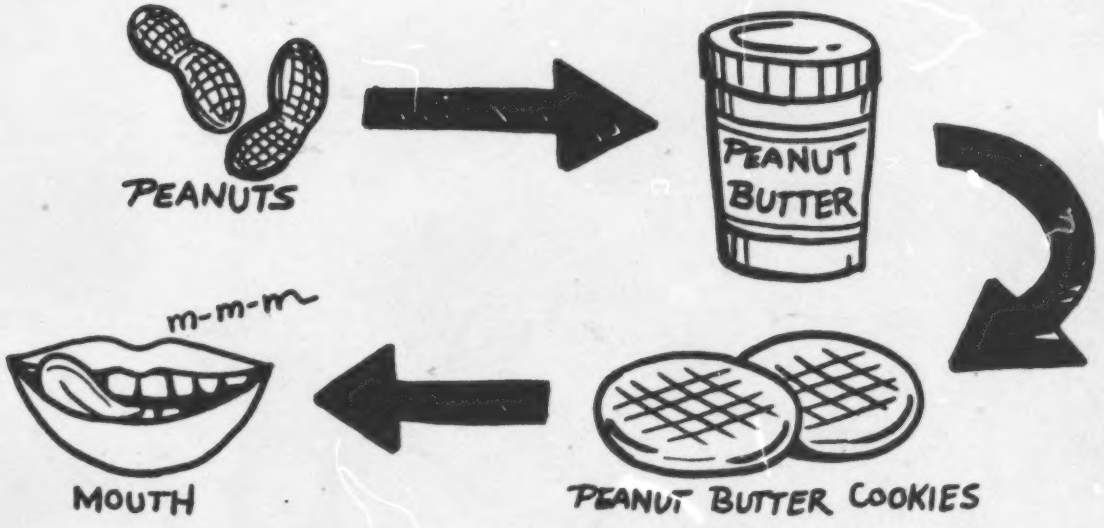
(2) Combine all ingredients and mix well.

(3) Spoon by teaspoon onto ungreased cookie sheet.

(4) Press a criss-cross on each cookie with a fork dipped in water.

(5) Bake 10-12 minutes and cool 1 minute before removing.

Yield: 4-5 dozen



DECORATOR'S FROSTING

¼ c. shortening

½ t. salt

2 t. vanilla

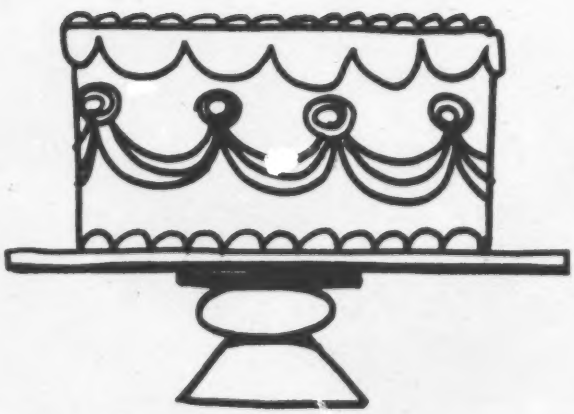
3 c. confectioners sugar (sift if lumpy)

2-3 T. milk

(1) Combine butter, salt, vanilla, and 1 cup of sugar.

(2) Add milk and remaining sugar alternately, mixing until firm and smooth.

(3) Separate into 2 or 3 small bowls and add a different food coloring to each part.



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